

PERSONAL

Like everyone else I was totally entranced by Stephen Spielberg's blockbusting box-office super-success fantasy film about the wizened extra-terrestrial creature left behind by his spacecraft who becomes Secretary of State for Education.

Despite the intense Hollywood hype, the film *KJ* really is, as several film critics have pointed out, a modern classic fairy-tale or pantomime, and it is a small wonder that a multi-million dollar industry has grown out of it selling *KJ* dolls, *KJ* key rings, *KJ* T-shirts and *KJ* exercise book covers. One enterprising firm has even started selling teachers *KJ* sticks of chalk, the ends of which are shaped in the familiar wrinkled *KJ* puzzled features. It integrates when used.

I do not want to spoil the fun for those few who have not yet managed to see the actual film, but *KJ* so moves the audience to laughter and tears that I am sure filmgoers will be trying to explain its success for years to come. Incidentally it is much more enjoyable to see the film in a cinema rather than watch one of the poor quality illicit videos currently circulating. Months ago I was

offered just such a pirate copy by a DES civil servant in a dirty Christian Dior case with the X-rated *Confessions of a Mandarin* on the flap side, but I turned it down.

The film *KJ* has all the ingredients of the classic fairy tale: a central character bewildered at the beginning of the film to find himself in alien surroundings at the DES, two oriental villains Boi-Son and Norm-An who pretend to befriend him, and a gormless clown Willie, brilliantly played by an unknown but rising star, junior education minister William Shelton, fresh from his triumph in the latest British comedy *Carry on Cruisin*. There is even a blonde heroine, Marg, newly returned from a crying tour of Europe where she wept at the Berlin Wall, blubbered at the EEC summit meeting, and cascaded in tears at the DES after the Clegg anarchy award.

Even before *KJ* has learned to speak any words at all people in the audience are on the edge of their seats, wondering whether successive deputations from the NUT, NAS, NAHT, local authorities and university vice-chancellors will spot that he is an outer-galactic alien, but



Ted Wragg

fortunately for us they take his total silence to all their pleas to be either obstinacy or profound reflection, and to our relief he survives a few early scares.

One of the most moving moments in the film comes when he utters his initial croaking attempts at speech. Under tutelage from the faithful Marg he slowly articulates his first words "KJ phone home". Unfortunately British Telecom and the DES switchboard connect him to the

Speaking Clock, so he makes it a junior minister.

Undeterred he uses his immense brain power to construct a trans-galactic communication device from a few bits of metal and some string, which successfully links him with his fellow extra-terrestrials. At this moment in the film I am not ashamed to say that we adults in the cinema, fingers tightly around the throat of our *KJ* dolls, were close to tears. Marg was up to her waist in them. Thinking, as ever, of the children, *KJ* promptly persuades the MSC to provide thousands of unemployed proles to mass-produce his metal and string communication device, and spends four billion pounds of DES money installing one in every school, in case pupils should wish to phone the planet Zarg.

Meanwhile the evil oriental duo, Boi-Son and Norm-An, while feigning friendship, seek to discredit *KJ*. Boi-Son, to hisses and boos from the audience, persuades *KJ* that in order to return home he needs to invest vast sums of money buying a set of vouchers (Oh yes he does, oh no he doesn't). Norm-An tells him that, if only he will believe, he can sit astride a bicycle and fly through

the air like Mary Poppins. Unfortunately the roman candles strapped into the Thames, as Norm-An has given him a rucksack instead of a parachute.

The climax of the film comes as a team of doctors debate if it is scientifically possible for someone with a zero EEG reading to function as a minister, when in bounds Willie, the gormless clown, confirming that it is. At this moment *KJ* survives, sits bolt upright, puts Willie in charge of information technology, though neither knows what it is, and announces over and over again to his horny voice, "KJ go home, KJ go home".

Finally, to the immense relief of the audience, and I saw hard-bitten teacher unionists and chief education officers on their feet, *KJ* is finally rescued. The kindly and attentive Marg, loyal to the last, helps him board the spacecraft, and, a shoe on each ear and jacket on back to front, he leaves the DES to the sound of the *KJ* theme. At last Baron *KJ* is reunited with his fellows in the House of Lords four million light years away, and the pantomime season is over.

NORTH OF ENGLAND NOTEBOOK

Toxteth to Brussels: Liverpool puts on a brave face and a good show

Everybody takes their own agenda to a conference like the North of England, whatever it says on the programme, and that was never more true than last week at Liverpool.

For the hosts, taking Buggins' turn at organizing the event seems to have been a relief from the more intractable task of reorganizing the secondary schools, thinking about Toxteth or Croxteth, or working out any real reply to the strictures of HMf and the Secretary of State.

In any event, the committee had decided to look outward for a subject - to 10 years within the EEC - rather than inward, for 10 years of political stalemate. Whether, or not the European message grabbed the audience where it mattered, the strategy paid off. Liverpool was the liveliest N of E for several years back, with nearly 500 packed into the Adelphi Hotel's Alotree suite.

Maybe it was that historic, glided ambience - the sudden drama of the Grand National, the Titanic passengers' last night on shore - that helped things along. Maybe Liverpool could run the proverbial whelk stall after all. But by the last day it had clearly been a triumphant morale booster for Ken Antcliffe, a director of education who has had more than his share of tribulations. (Only one speaker failed to turn up.

NEXT WEEK

Comprehensive performance: the full findings of what claims to be the largest survey of school leavers ever conducted in the UK. The report concentrates on Scotland, where genuine, uncorrupted comprehensive education is furthest advanced, to compare selective and non-selective systems; to find out whether comprehensives give working class children a better chance; and to examine why some schools are much better than others irrespective of intake.

Books: Kevin Crokeley-Holland on parallels between the industrial revolution in Britain and its counterpart in Japan. Economics and business studies. Third World.

Lilian Vohn from the Danish Ministry of Education, who went down with a nasty dose of flu just as her compatriot was sailing his fishing boat into British territorial waters.

So far as the home-grown politicians were concerned, it was a chance for the recently deposed education chairman Richard Kemp, to pop up on platforms again, since he had been left in place as chairman of the organizing committee.

Meanwhile, his successor (and predecessor) Mike Storey kept a lively profile until the closing minutes, when he pressed a large brown envelope into the hand of the departing Secretary of State at the Adelphi front door.

This contained, he explained, the plan for Liverpool's secondary reorganization. On closer questioning, this turned out to be more a restatement of the problems and the options.

Whether or not things were moving on the reorganization front, the DES had its own simple agenda: it turned up in force and depth to lift Liverpool morale. Led by Sir James Hamilton, at his last North of England conference as Permanent Secretary, the team that cared included all three Deputy Secretaries, senior chief inspector Sheila Browne, Nick Stuart (the Under Secretary who has been grappling with the Liverpool impasse), a couple of Assistant Secretaries from the metropolitan district elections in May. Not, of course, because of personal political views, or even because it would produce a ruling party more markedly mature or glib than the present set-up. All the officials are praying for now is any political majority that can produce a plan, any plan, and Labour now seems the most hopeful prospect.

What the DES is secretly hoping for in Liverpool is a Labour victory in the metropolitan district elections in May. Not, of course, because of personal political views, or even because it would produce a ruling party more markedly mature or glib than the present set-up. All the officials are praying for now is any political majority that can produce a plan, any plan, and Labour now seems the most hopeful prospect.

If that doesn't happen, and since the advice is that the DES doesn't have the power to send in Commissioners, the only remedy would be through the courts. And since nobody believes that, legal order is



Sir Keith... not to be diverted from standards

carry out a directive would get any one much further, that is not a desirable remedy.

For the other members of the conference, however, this particular logjam had little bearing on their presence. Even on the tenth anniversary of Britain's entry into the European Community, it was clearly a rare opportunity for this team that Hywel Jones brought over from Brussels to have such a large and captive audience from central and local government.

Jones himself, the Commission's director of employment, social affairs and education, asked it to them on European education; student exchange; and the dramatic drop in *assimilation*.

For the rest, the only message that broke through the language barrier came from Gerhard Weibers of West Germany. This was not just because his English was the best (and certainly better than the German, French or Dutch of the audience), but because he talked a lot of sense about the transition from school to working life - and that was the subject that everybody wanted to hear about.

Work and the lack of it, was the

subject on the hidden agenda that made the conference take fire. It was the theme of the conference's three star performers - David Sheppard, the Bishop of Liverpool; Josie Farrington, Labour chairman of Lancashire's education committee; and EEC Commissioner Ivor Richard - and for all of them the message was the same: what use are transitional projects and vocational training in the schools if there are no jobs at the end? What was needed in an area like Liverpool was more public services.

As the fiery Mrs Farrington pointed out after her intervention from the floor, people from the l.e.a.s had turned up at the conference because there were issues that they needed to discuss. And the issue that concerned her and many others the most related to the David Young proposals on vocational education in the schools. What would the guidelines be? Could the l.e.a.s have an effective say? Couldn't any l.e.a. improve provision given 24,000 a pupil? What about the MSC's disturbing attitudes on political education?

None of this, of course, made the slightest impression on Sir Keith Joseph, who flew virtually straight in from the United States to the platform, without stopping to be briefed by the senior officials, twittering anxiously at the ready. Once

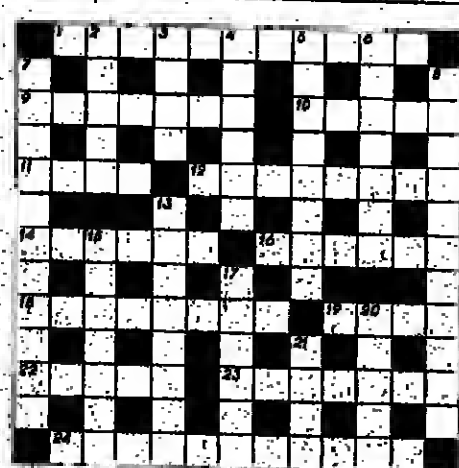
there, he was not to be diverted from making the same speech as last year about standards and the need to get rid of bad heads. "I thought I was sleep-walking," remarked one observer, overcomer by the *deja-vu*.

Beside him on the platform, stuck just as firmly in his own time-war, was that well-known local MP, former Prime Minister and president of the conference, Sir Harold Wilson. Since the Adelphi is his familiar stamping ground on election night, he could perhaps be forgiven for taking the chance when he opened the conference to launch on the usual selection of anecdotes, under the broad umbrella of "education as I see it from the family point of view."

This proved to be a simple family tale of ordinary folk who sat the 11-plus, went to grammar school and Oxford, and later founded the Open University. All very nostalgic first time round, though some of the audience stirred appreciatively when he embarked on the same routine with Monty Python's *Monty Python's Flying Circus*. Sir Keith could take questions from the floor. Still, as the Lord Mayor warned on the opening night: "If we get into a political orgy, we'll never get anywhere." In Liverpool, they should know.

Patricia Rowan

No 84 CROSSWORD by Rufus



Down

- Ordinary people have 'bel' about it (2)
- Outstanding feature (4)
- Eastern country that one may willingly leave (6)
- Cutler is source of shame (8)
- Show of affection for which one gets no credit (7)
- Excess on under-ground movement (11)

Across

- Less popular record brings back complete (7, 4)
- It's clear I've been set back by depression (7)
- Side-track to avoid the start of trouble (5)
- Where there for the ferry were always late (4)
- A brief way to encourage a high-price customer (8)
- "The crowd for a start (6)
- Stream it's money on account (6)
- Some responses shown for fashion creation (8)
- Thrash in the return game (4)
- Explosively found in order (5)
- Ends as a telephone arrangement (7)
- Still goes (6, 7)

Solution to puzzle no. 83.

1. ANTI-AMERICAN
2. ANTI-AMERICAN
3. ANTI-AMERICAN
4. ANTI-AMERICAN
5. ANTI-AMERICAN
6. ANTI-AMERICAN
7. ANTI-AMERICAN
8. ANTI-AMERICAN
9. ANTI-AMERICAN
10. ANTI-AMERICAN
11. ANTI-AMERICAN



APU report

Far-reaching implications for teachers of all subjects are contained in latest report from the Government's Assessment of Performance Unit, which was published this week.

Poor relations

Hard working pupils in comprehensives can be socially ostracized, according to a new study.

£25m gap in budget

by Sarah Bayliss

The TES also established that a similar gap exists in the financial year just ending, between the DES assessment of need and what the council is actually spending on schools and colleges. Spending in 1982-83 is expected to be about £216m compared with the education GRE of £241m.

According to figures obtained by The TES, Birmingham's planned spending of £222m for 1983-84 is £25m below its grant related expenditure assessment for education - the figure the DES calculates Birmingham needs to spend to provide an average level of service given its circumstances. That figure is £247m.

Comprehensives

Scottish research compares established comprehensives with the rest of the system and finds they produce better average standards but fewer top achievers.

Books/Arts

Reviews of Milton's *Life*, Shakespeare's *Agamemnon*, the BBC's *Doinbey and Son*, the *Requiem* underwood, the *Industrial revolution in Japan*, A. H. Halsey examines a new book on deprivation, and Brian Morton surveys American culture with the aid of some recent Penguins.

THIS WEEK

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Euro boost for multicultural supporters

from Bob Doe in Strasbourg

A change of direction which emerged at a Council of Europe meeting this week could give new support to efforts to promote multicultural education in the United Kingdom.

The new approach will give significant backing to the lobby which wishes to extend multicultural education to all pupils, not just to those in areas where minority groups are concentrated. The council has been encouraging education for migrants to sustain their language and culture. But at a European meeting this week, experts from many member states pointed out that they were now having to accept that "guest workers" were a permanent feature of their populations. This, coupled with rising unemployment, is putting great strain on race relations.

EXTRA

Economics and business studies 41-48

Resources/Media

A review of equipment and materials on show at the Association of Science Educators' annual meeting

A rare glimpse of life at a unit for disruptive pupils (picture right) to be screened on TV on Wednesday.

Job-split dangers forecast

by Hillary Wilce

The Government's pilot job-splitting scheme, which comes into force this month, could make it harder for teachers who want to share a job to negotiate a satisfactory arrangement, according to employment experts. The scheme also excludes many married women.

Ms Louise Jacob, of the New Ways to Work project, a London information centre for people interested in flexible working arrangements, said that at present most teachers who shared jobs had quite good agreements. "But the job-splitting scheme could well threaten teachers who are now trying to work out a job-sharing arrangement. They will have to be a lot more careful. Basically, it is now far more important that they get in touch with their union, or us, before signing anything."

The new job-splitting scheme is designed to encourage employers to split existing jobs into two part-time jobs by offering a government grant of £750 per job-split to employers. The grant offer is available to employers in both the public and private sectors, and is therefore available to local education authorities.

Both the Equal Opportunities Commission and the New Ways to Work project have published strong criticisms of the scheme. Job-splitting lacks most of the safeguards for employment which job-sharing can provide, the EOC says.

The scheme only requires that people work for 15 hours a week, and this could leave partners uncovered by employment protection legislation, which requires that people work at least 16 hours a week. People could also find themselves losing out on paid holidays, bank holidays, paid sick leave and parental leave, and either excluded from a pension scheme, or with a downgraded pension entitlement.

The scheme is also potentially discriminatory, the EOC says. The part-time jobs created must be offered to people who are wholly unemployed and receiving unemployment or supplementary benefit, or to present employees under formal notice of redundancy or holding one of the full-time jobs to be split.

"One group completely excluded are those who have opted to pay the married women's reduced rate of national insurance, and as a result are barred from claiming unemployment benefit," the EOC says. It points out that married and cohabiting women cannot claim supplementary benefit, which further excludes women from the scheme.

Job-sharing is slowly gaining ground in the teaching profession, although there is still much union opposition. Sheffield, which last year invited teachers to show an interest in job-sharing, now has about 50 teachers sharing jobs.



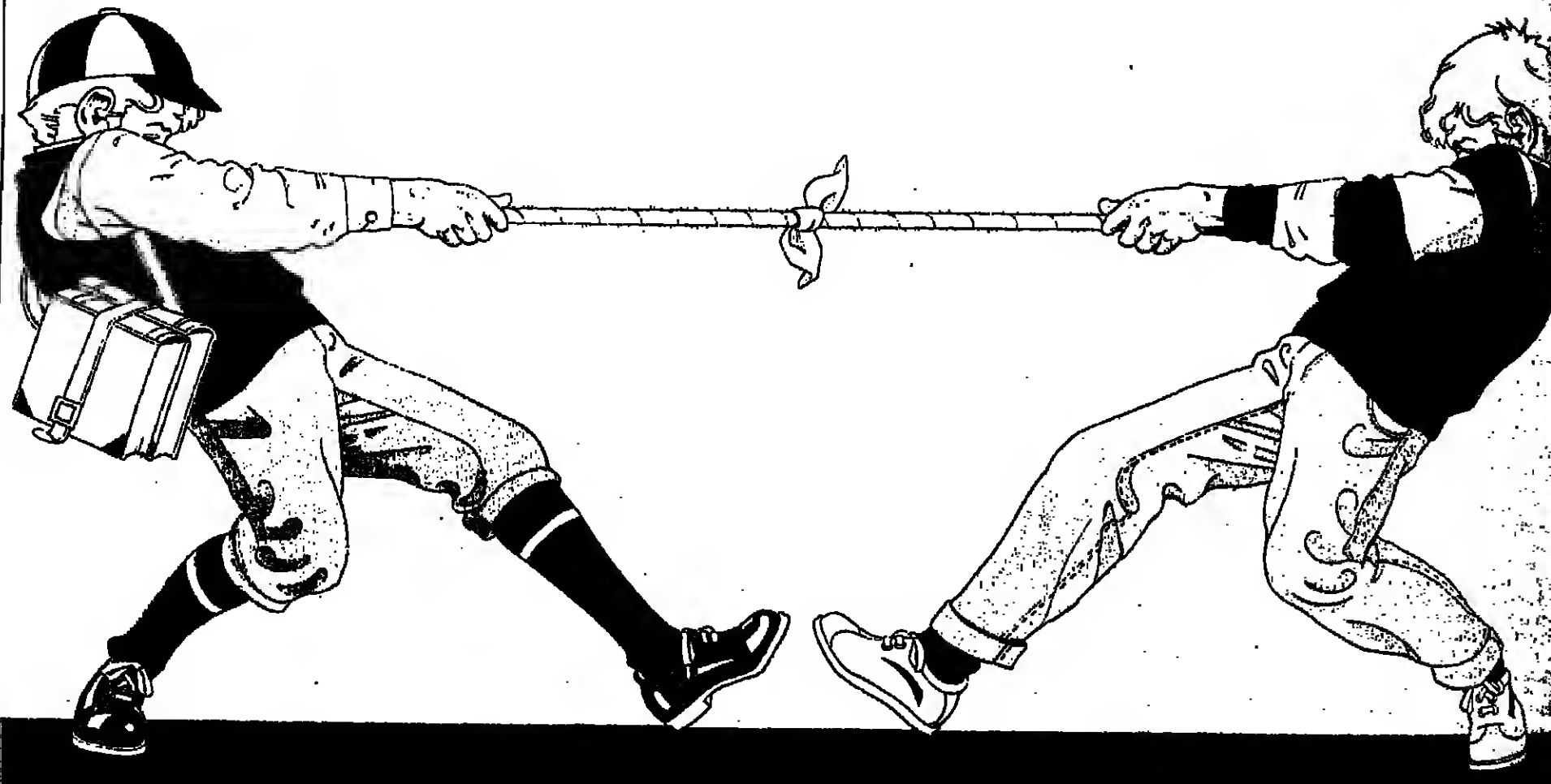
Kayak training among the ice floes of eastern Greenland for a group of young explorers last summer. And tomorrow a further team leaves for a grueling winter in Greenland, on the second phase of the British School's Exploring Society's golden jubilee expedition. Fifty years of schools' exploring, 8 and 9.

Photo by Rupert Grey



PLATFORM

Caught between opposing forces



In a recent article Maurice Holt wrote that the idea of a 14-19 sector of education wrapped round the MSC's technical schooling scheme "will establish cadres of disenfranchised youth who have been robbed of the chance of real education." I found myself deeply in sympathy with the concerns which he expressed, and I share his implied distrust of much of the educational philosophy of the present Government as it is projected by or through the Secretary of State and his Minister responsible for schools.

It is only too easy to believe that they consider that "proper" education which culminates in a university degree is appropriate for a small minority and is by definition expensive; that something a good deal cheaper will do for the rest; and that it should consist of broadly vocational courses which will fit the participants to play their part in the process of "wealth-creation". That process is largely seen in terms of manufacture and commerce.

Sir Keith himself seemed at one stage to believe that he was the first to have noticed that the schools were failing to meet the needs of "the bottom 40 per cent". His concern for them is to be met by providing them with a "more appropriate curriculum" which must by definition be different from what we offer to those bound for universities. Since the latter slice of that age-group is calculated to be not more than 20 per cent of the most, there is still an awkward 40 per cent left in the middle. The problem of how and when we identify those who fall into these assumed categories is left unsolved.

As Maurice Holt implies, many of those who are engaged in the teaching process recognize that they are still far from offering all our school pupils effective and acceptable learning experiences. To that extent we agree with Sir Keith. And most would agree that high-ability pupils are given a very substantial proportion of school pupils, perhaps even for all of them. It is because of

Donald Frith argues that the opportunities offered by the technical education programme should be seized because they represent the Government's commitment to the idea that 'top down' academic learning should not be the only respected way to a career

this that the enormously long gestation period of the single examination at 16-plus has meant that to very many teachers it already looks out of date. And this is because the O-level standards which Sir Keith and many others are so anxious to preserve are standards as measured by top-down knowledge.

The growing lobby for graded tests and the apparatus of personal assessment itself originates from the desire of teachers to measure success against realistic, attainable and respectable criteria, rather than to measure failure against top-down criteria which are themselves defined in such a way as to ensure that only 20 per cent will succeed.

The fact is that schools are caught between two strong and opposing forces. On the one hand parents recognize that the present curriculum which schools offer play a crucial part in determining job prospects, and employers unashamedly use those certificates as the first filter when they consider candidates for jobs, even if over a glass of beer they might admit that this is purely for convenience - an indication of general ability and application - and does not imply their assent to the actual content of the curriculum. That force is disregarded by schools at their peril.

On the other hand teachers recognize that conventional courses turn off a significant proportion of their pupils - and not necessarily only those of low ability. My own experience with youngsters on YOP programmes in the late 70's showed how much growth in self-confidence and capability could be achieved for school-leavers when the learning content was related to life and

many kinds to be done, and the content of the general education which ran in parallel could also be placed in a meaningful context. Teachers recognize this and have been trying with some degrees of success to offer alternative courses to pupils of this sort. But it is slow progress, and the pressure from parents to stick to conventional examination courses and conventional teaching approaches is intense. "Increased parental choice" and its possible handmaiden, "educational vouchers," increase existing pressures upon teachers.

All this has to be seen in the wider context of the apparent values and attitudes of society at large and of our economic situation. Schools cannot create employment, nor can they have much effect upon the status and rewards which are accorded to the different sections of the population. If schools preach the value and importance of certain occupations, they will be disregarded or scorned if pupils and parents know that society does not in fact treat the people engaged in such occupations as valuable or important. It is no doubt good for teachers to have ideals, but they also need to be hard-headed realists.

Maurice Holt argues that our hope lies in promoting an 11-16 curriculum which is common but not uniform, and which seeks to give all pupils access to key aspects of cultural experience. This, he argues, requires a teaching force able to use a variety of learning strategies and with sufficient training and confidence to initiate new approaches towards subject formulation and the organization of learning. With that

agree. But why should it suddenly start to happen, when over the last 25 years progress has been so slow? In one sense our economic troubles have concentrated many minds and made more starkly apparent to those outside our schools how inadequate our educational provision has been. Sadly, inside the schools those same troubles have intensified the pressure for conventional examination results.

I would argue that we should seize the technical education programme as an opportunity to make a significant step forward. It represents commitment - including finance - by the Government to the notion that top-down academic learning is not the only respected avenue towards a career. The schools can be greatly helped by such an attitude and must devoutly hope that it catches on with many influential parents. This can give teachers just a bit more freedom to organize the learning processes. There seems no reason to suppose that what is being offered to schools is a pre-packed commodity, nor that those pupils who choose the "option" will be wholly insulated from those pursuing other options or will be compelled to confine on the same line after the age of 16. The course can be "colonized" by the schools.

Top-down courses are also in varying degrees colorized. All teachers in maintained schools know that a minority of their pupils will go on to higher education. Good teachers mediate the "syllabus" to the pupils actively in front of them. Good schools similarly attempt to instill their children's learning activities to their parents. As

Maurice Holt says, a decision about politics in Periclean Athens can be pupils a deeper insight into the union affairs than a dozen lectures. But whether it is the pupils and the particular teacher, any case it does not follow that well-taught lessons within a programme may not be effective. What is important is the curriculum for each pupil, and, to use Maurice Holt's phrase, "angling".

There is some evidence to suggest that the background and attitudes of many of our pupils may be such that they are of school to become more readily aware of their own actual or provided experience, and when they believe in providing them with knowledge and skills which will be useful in what may be termed "internal" relevant, though they and we are always aware that specific knowledge may not prove to be occupationally relevant.

We want them to gain the confidence which comes from something which they can call their own, and which they can take with them when they leave school. We want them to have the terms which their own feelings will have been helped towards by reading Thucydides, Donne, Jane Austen or Karl Marx. Others may have them left to discover after they have left school. Meanwhile it cannot be denied that teachers still need much more generous availability of in-service training to meet the demands placed upon them. It is good that the Secretary of State has made it possible for INSET and I hope he recognizes that this is only a beginning of what needs to be done.

Donald Frith is general secretary of the Secondary Heads Association.

YTS could force trainees on Civil Service

by Mark Jackson

School leavers may be sent into government offices by Manpower Services Commission officials under the Youth Training Scheme despite union opposition.

The 215,000 strong Civil and Public Services Association, the clerical grades union, bans participation in the government work and training schemes for the unemployed as part of its resistance to staff cut-backs. The ban will apply to the Youth Training Scheme unless it is lifted by the union's annual conference in May.

But a confidential MSC discussion paper in the hands of the TES shows that the committee's officials have already decided to over-ride union bans in the case of the YTS's new sister scheme for the over 18s, the Community Programme. And the paper alleges that policy has the backing of TUC officials.

The paper does not specifically mention the YTS, but Mr David Young, MSC commission chairman, is known to be at least as determined to have the school leavers attached to government establishments - including his own offices, which at present observe the union ban. He told the TES last week that he saw no reason why the civil service should not participate and said that the MSC would be approaching the Government on the matter.

The "discussion paper says: "We cannot allow trade unions to have a veto on projects" and that it has consulted the TUC on how to deal with cases where individual unions are disregarding the TUC's own guidance, and imposing blanket bans or

raising unacceptable conditions for the approval of projects. As a result, the paper instructs officials that they should first try to persuade unions locally to drop their objections but if they should refuse, to go ahead after obtaining the approval of the area manpower board.

The paper warns that in some cases it may be better not to go to the area board if its composition may be such "that it would not be judged to be helpful to seek their views". In such cases, officials are advised to ask MSC headquarters to take up the case direct with the TUC.

The trades union movement position towards the YTS is very similar - with the TUC pledged to cooperate in the scheme but with some unions like the CPSA opposed to it nationally. In some other unions opposition is confined to individual branches.

The CPSA is in a particularly awkward dilemma over the YTS. It does not want to be seen to be standing in the way of a scheme claiming to provide a genuine training for youngsters, but it suspects that the trainees may be used to make up for the Government's staff cuts.

Officials are taking some comfort from rumours passed on to them by senior Department of Employment officials that the Prime Minister is against having trainees attached to the civil service.

Mr Young refuses to comment on these reports but says simply "we have not yet formally asked the Government to participate."



David Young

MSC set for target

by Biddy Passmore

The Manpower Services Commission is one third of the way towards its target of 460,000 places on the Government's £1 billion Youth Training Scheme due to start in September. Its chairman Mr David Young told a press conference this week that more than 30,000 places for school leavers had already been lined up with major employers, including British Rail and GEC, and contracts would be signed by the end of the month. In addition, 100,000 existing places on the Youth Opportunities Programme were being upgraded to fit into the new scheme.

But, with only eight months to go and two-thirds of the places still to be found, major uncertainties remain about the extent of further education's part in the scheme.

The MSC hopes that 300,000 out of the total number of places will be employer-based with most of the rest based on training workshops and community schemes. A spokesman said this week he thought "very few" would be based in colleges. But it is widely expected that the commission will fail to find enough places in commerce and industry and that local education authorities will have to come to the rescue.

Another uncertainty is the extent to which employers will call on the further education service to provide the 13 weeks' off-the-job training which is a compulsory part of every trainee's programme.

Local education authorities are planning on the assumption that 70 per cent of the off-the-job training will be provided by local colleges - the equivalent of an extra £80,000 full-time places. But the extra amount required locally may not be known until well into the summer.

Mr Mick Farley, assistant secretary of NATEHE, the college lecturers' union, said this week colleges should be making contingency plans and "marketing" their wares to local employers.

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Thirteen local authorities have been selected by the Department of Education to run development projects costing a total of £2m a year for low-attaining pupils who generally do not sit public examinations. Sixty-three English councils applied to be part of the programme which is intended to offer a new deal to fourth and fifth formers in secondary schools.

The authorities selected are: Bradford, Coventry, Gateshead, Manchester, Salford, ILBA, Hertfordshire, Lincolnshire, Nottingham

shire, Wiltshire, Northamptonshire, Oxfordshire and Somerset. They represent a fair spread of city and county areas and a mixture of Conservative and Labour. Gateshead, Wiltshire, and Somerset were three of the four authorities singled out for criticism in the last HMI report on spending because they had cut from a low base to a worrying level. In those circumstances of reduced spending, the low-attaining pupils as well as the most able were found to have suffered most.

In a statement Sir Keith Joseph,

SDP spells out line on education



Anne Sofer

Radical changes in the degree structure and a single system of financial support for all young people over 16 who stay on in education are spelt out clearly in the SDP's "White Paper" on education and training, published on Tuesday.

The document also pledges a future SDP government to introduce the right to a year's education for all under-fives within five years. It promises to complete comprehensive reorganization - by legislation if necessary - and to end the Assisted Places Scheme.

On most areas the paper contains firmer policy than the Green Paper published last summer. But some items are still vague - or left out altogether. On independent schools, for instance, the document rules out abolition but adds: "We would not subsidize the independent schools and would seek to end any unfair privilege which stems from attending an independent school."

The issue of corporal punishment is ignored in the report, which makes no mention of discipline. It is likely, however, that an amendment supporting the abolition of the cane will be passed by the Council for Social Democracy, the party's policy-making body which meets in Newcastle next week.

On the structure and funding of the education system, the party plans to merge the DES and the youth functions of the Manpower Services Commission into a single Department of Education, Science and Training. But dramatic devolution of government to regional bodies, which was put forward by another party group, met with a poor reception and has apparently been put on a back burner.

The White Paper says education is the key to transforming Britain into a "technologically sophisticated, internationally competitive highly skilled economy". It proposes to put back into education the £1,000m a year it claims this Government has taken out, half to go towards an improved Youth Training Scheme and student funding and half to local authorities.

On higher education, it plans to increase access by making a major shift in a two year general degree course followed by employment, or a two-year vocational course, or a one or two year academic course.

"Education and Training" policy document no. 7, available from the SDP, 4 Cowley Street, London SW10.

End to exemptions suggested

The Advisory Committee on the Supply and Education of Teachers has advised Sir Keith Joseph, Education Secretary, that maths and science graduates should no longer be allowed to go into school teaching without a course of training. Graduates in these subjects were granted exemption in 1974 as a temporary measure to ease the shortage of teachers in these subjects.

THREE EXCEPTIONAL MUSICALS YOUNGSONG MUSIC

"The Factory Children"

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British Telecom approached on plan for subsidized Prestel facilities

Schools' line to information bank sought in talks

by Carolyn O'Grady

Prestel, the British Telecom service which enables the user to call up pages of information on a television or computer screen, may soon be made available to schools at a subsidized cost.

Negotiations about this have begun between the Departments of Industry and Education and Science, British Telecom and the Council for Educational Technology. British Telecom has already agreed to reduce the charges for schools if the DoI will agree to subsidize them by buying some of the equipment.

Subscribers to Prestel have to pay a standing charge, a computer time charge and a tariff to the information provider plus local telephone charges. Under the proposed scheme BT would offer a fixed price subscription to cover the Prestel standing charge, the installation of a special socket, and some computer time.

Assuming a school already has a microcomputer and a television set,

other costs involved in getting Prestel are the price of a teletext adaptor and special software.

It is hoped that the DoI will offer as a grant about half the money not already covered by the British Telecom offer.

On the basis of a one-year trial involving 22 schools, the CET has estimated the cost to one school as £494 in the first year, going down to £245 in subsequent years. The proposed scheme would reduce the first year's costs to £128 and the second year's to £175. So far the proposals are restricted to secondary schools.

Mr Vincent Thompson, assistant director of the CET, said Prestel could be used as a general information resource for teachers and pupils; it could provide a cheap means of obtaining teletextware; software can be distributed through Prestel straight on to a school's microcomputer, and the system could be used to develop skills in handling electronic information.

Head hits at 'gutter press'

by Nick Wood

Fleet Street journalists camping at a school's gates and hanging around in local pubs offered pupils money for the kind details of an alleged "drinking orgy" at a grammar school, a headmaster said this week.

Mr John Sennett, headmaster of Chislehurst and Sidcup Grammar School in Kent, said he was considering taking the "gutter press" to the Press Council over reports that sixth formers had indulged in a five-hour orgy of drink, sex and drugs at the school on the day they broke up for Christmas.

One pupil had been offered £20 by a reporter for his account of the incident, Mr Sennett said. He would make a decision about possible further action once all the facts were known.

A statement issued by Mr Sennett with the approval of Bexley education authority said there had been gross inaccuracies in popular press reports of what happened at the school.

"The account of a five-hour orgy is rubbish," it says. "The statement that dozens of pupils were paralytically drunk by 10 o'clock is also categorically denied, as the entire sixth form attended a perfectly orderly assembly with the headmaster at 11.20am."

Mention of drugs and sex at the party were a "complete fabrication".

"They would have needed a tanker from Watneys to keep it going," Mr Sennett said.

The statement also says that the school has "clear evidence that several journalists offered money to

the pupils to make statements to the press or give addresses, and in many cases these offers of money were refused."

Spokesmen for the Press Association, the national news agency which carried the story, and *The Sun* newspaper, which featured it on the front page, both denied they had offered money to pupils.

Mr Mike Smith, national organizer for the National Union of Journalists, said that the union was "opposed to chequebook journalism".

"The danger is the money tempts the story. And with minors it makes them much more susceptible to this form of corruption."

Mr Sennett said only four pupils had become ill after drinking and only one - out five - had been definitely taken to hospital. An ambulance had been called to the school after a boy had fallen and cracked his skull. Contrary to reports, no pupil had his stomach pumped.

Of the 158 pupils subsequently suspended for a day, around 130 had drunk no more than a single glass of alcohol. Nevertheless, he had decided to punish them so that the parents of seven children banned for five days would not think that their children had been made scapegoats.

Mr Sennett dismissed as "piffle" one report that a pupil had downed a bottle of brandy in less than two minutes. There was no evidence that this had happened, and the reporter responsible for the story had "hinted

it was only a miniature".

"I've had medical advice. A boy would have been in a way though a 75 cl bottle of brandy," he said.

Asked if the incident showed lack of supervision at the school, headmaster pointed out it was a possible nor desirable to have sixth form study centre to be continually under watch.

"That's the \$64,000 question. How do you supervise a study centre in their own study centre at Christmas? There is a master in the centre and the first trouble was at 12.30pm and nobody had left the school at 12.30pm. Such drinking and taking place took place in the time."

The master in charge, "an experienced teacher and one of the valued colleagues", had been in the centre from 11 o'clock onwards and had spent little time in the lounge where the drinking place, Mr Sennett added.

He went on: "Pleasant taken very fair rations of brandy. But fair enough, it was a party story and I don't blame the newspaper for not resisting it."

"It was just a bit of nonsense but it does raise the problem of under-age drinking. This is more important, I hope constructive discussion been set going rather than being stuck to the pillory."

The Chislehurst governor considered a report from Mr Sennett.

Far-reaching implications for teachers of all subjects are contained in the latest report published this week by the Government's Assessment of Performance Unit.

The report, based on a survey of reading and writing skills among 11,000 15-year-olds in 350 schools, finds that most children need detailed guidance before they can produce accurate, well-ordered notes on a lengthy text.

Only one child in 16 successfully completed the task when given general guidance on the facts to be summarized. But the success rate jumped to at least one in two in a second sample who were presented with a framework in which to make their notes.

The report does not go so far as to offer prescriptions for teaching methods, but it contains the clear hint that children will recall information and learn successfully only if lessons contain clear-cut instructions on how they should make their notes.

In the majority of cases, the records that were made would not have provided a clear basis for subsequent revision, the report says of these findings and more limited results contained in the first survey published in March last year.

But it does not support the often-stated contention that many secondary pupils face more fundamental difficulties in reading and understanding written texts.

"From the results of the exercises involving interpretation and note-making it can be inferred that the main difficulties faced by pupils in answering the questions did not stem from an inability to read and understand the passages in question."

The difficulties stemmed, rather, from the requirement that pupils should select and reconstruct the information given about specific issues and present salient features of content in a clearly structured and succinct form, the report concludes.

Jeremiahs, lamenting the imminent eclipse of the written word by the twin stars of television and video, can draw much comfort from the APU's probing look at attitudes to reading among teenagers.

Four out of five children among a sub-sample of 1,000 said that they enjoyed reading and that they enjoyed reading at home. Three out of five agreed with the statements: "I like always to have a book to read at home", "I like going off and reading alone by myself", and "There are a lot of books I want to read".

Replies to two other questions suggest we are close to raising a nation of bookworms. Nearly one pupil in two agreed: "I like reading by myself for hours", and one in four agreed with the daunting statement: "I like to read long, thick books".

Girls tended to be more enthusiastic about reading than boys. As many as four in five girls said reading helped them to relax and to alleviate boredom, a significantly higher proportion than among boys.

Reading was also seen as helping with schoolwork. Four in five pupils of both sexes agreed with statements of this type, rather more than the number who believed reading would help to get them a job.

But reading aloud in class gets a definite thumbs down. Two-thirds said they did not like it, quoting embarrassment and fear of making mistakes as their reasons.

Fiction is the most popular reading material among children, with drama in four giving it their seal of approval. Girls, in particular, enjoy curling up with a good book, especially if it is a "love story". But one in eight boys also admitted a liking for romances.

Enid Blyton, Agatha Christie, Catherine Cookson, James Herriot and James Herriot were teenagers' most popular authors. They were mentioned by at least 3 per cent of the sample polled.

Similarly light tastes emerged from questions about the national daily newspapers. One in three recommended *The Sun* and *The Daily Mirror*, three times more than the number who opted for *The Daily Mail*, *The Daily Star* and *The Daily*



There is resistance to reading aloud in class... nonetheless, we could be close to raising a nation of bookworms.

APU survey calls for lessons in note-taking

Comfort for the written word

Express. The heavies hardly rated a mention.

Comics got far from universal approval. Most children said that they preferred books to comics but when books were set alongside the twin attractions of comics plus magazines, the scales were evenly balanced.

Devotees of the instant gratification of books and magazines put their case like this: "There is more of a picture when you read a comic of what the thing is about, but with a story you have got to build up a picture yourself in your head and sometimes you cannot".

But the other side of the coin was

equally forcefully put: "I found with a book such as *Lord of the Rings* I felt I was in the middle of it - it gave such sensations of terror, joy and others. I can't imagine a magazine being the subject of such feelings."

Television producers anxiously searching for their missing millions

will find scant reassurance in the report. Although one teenager in two prefers watching TV to reading a book, one in four does not.

The current backlash against television also got an airing. "When I am reading I become more involved than with the TV with which you cannot imagine yourself as one of the characters."

Assessment of writing skills was based on performance in three distinct tasks: writing a short report, writing a story for a five-year-old child, and editing.

Overall, the results were very similar to those found in the first survey, with girls doing significantly better than boys. Nearly one in three children produced writing that was "apt in content, entirely coherent in organization and without orthographic and grammatical errors".

The greatest weaknesses were in the more sophisticated areas of style and applicability to the reader. Only one in six pupils came up to scratch in these respects, and one in ten resorted to a style that was "barely responsive" to the needs of a potential reader.

Language Performance in Schools: Secondary Survey Report No. 2. Assessment of Performance Unit. HMSO £5.75.

Nick Wood

Announcements

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Integration and falling numbers lead to change, Diane Spencer reports

DES plan to cut number of schools for blind

Redesigning on a national scale of schooling for deaf and blind children initiated by the Department of Education and Science is now well under way.

The Department, which is anxious to cut the number of special schools for the blind and deaf, is beginning to study plans for blind children submitted by nine regional committees and, after further consultations, will make recommendations in June. Plans for the deaf are timetable for the end of the year.

Falling rolls, fewer handicapped children and the trend towards integration which will be given further impetus by the implementation of the 1981 Education Act for children with special educational needs next April, prompted the move.

These factors along with pressure to improve standards from parents and the Secretary of State have had a serious effect on special schools in general, the department claims; but especially in schools for the deaf and blind.

The distribution of these schools owes more to historical accident than need and a school's success may be linked more to geography than to educational performance.

Numbers of hearing impaired and visually handicapped children are small and declining. In 1969, 1231 blind and 2196 partially sighted children were in special schools or classes. In 1981 the figures were 973 and 2098. The Department estimates that by 1991 there will be 700 blind and 1600 partially sighted in special schools.

In 1981 there were 3471 deaf chil-



Blind pupils: numbers are small and declining

and 5029 partially hearing children in special schools or classes. In 1991, the numbers are likely to be 2400 and 4000.

The DES set the ball rolling last summer by calling two conferences - one for each handicap - of teachers, education officers, local authority voluntary representatives and voluntary associations providing schools for the blind or deaf.

HMI and officials set out their case for rationalization and proposed that the nine regional conferences on special education already in existence should consider provision for deaf and blind children in their area and report back to the DES. The Department emphasized that it had no desire to impose a plan from above.

No-one disagrees with the need for rationalization. "But it is quite an anxious time for non-maintained and independent schools as no-one wants to volunteer to go out of business," Mr Neville Layton, National Institute for the Blind, said.

The private sector plays an important part in special education. Figures show that 75 per cent of blind children were in non-maintained special schools for the blind in 1981 and of the 50 per cent deaf children in special schools there was an even split between maintained and non-maintained or independent schools. (Most of the remaining 50 per cent were in some 400 units attached to primary schools.)

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NEWS

NEWS

Celebrating well chilled

The British Schools Exploring Society is marking its 50 years of adventure in the colder parts of the world with a particularly arduous winter expedition to the wastes of Greenland. Pictures by Rupert Grey. Report by Hilary Wilce



Summer scenes from Greenland during the first phase of the BSES's golden jubilee expedition. Opposite page, the very first adventurers go to Finland in 1932.

teenage adventurer had had to raise £1,400 to go - part of the expedition challenge - and on arrival had to master kayaking, climbing, sledging, Arctic survival and cross-country skiing.

Once proficient, they did glacial and meteorological survey work, sketched and photographed the local wildlife, and followed routes undertaken by the British Arctic Air Route Expedition (BAARE) of 1930-32. A small splinter group voyaged up the Greenland coast to replace a memorial cross at the spot where the young explorer Oino Watkins, leader of the BAARE and the original inspiration for the society, lost his life 50 years before.



Meanwhile, back home - a small

Eight school-leavers will depart from England on Saturday to spend a cold and lonely winter in Greenland.

As they shiver in their snowbound hut, in almost constant darkness, they may reflect that there are better ways to celebrate an anniversary. But for the British Schools Exploring Society the only satisfactory way of marking its golden jubilee is by mounting an expedition more complex, exacting and ambitious than ever before.

Hence the overwintering in Greenland, which is about as testing as making an out-of-season assault on Everest, and which marks a new

first for the society which in 50 years of cold climate exploring has always before confined its activities to the summer months.

The young winter explorers will go out in two successive groups, to form the second stage of the three-phase, centenary expedition. They will travel by dog-sled and ski, and undertake research connected with a hydro-electricity project. In temperatures well below zero.

The going will undoubtedly be tough, according to Mr Ray Ward, one of the society's vice-chairmen, who has been given a sabbatical term from his teaching post at

Kington Grammar School to direct the expedition. Undoubtedly, too, the young adventurers will be altered by their experiences.

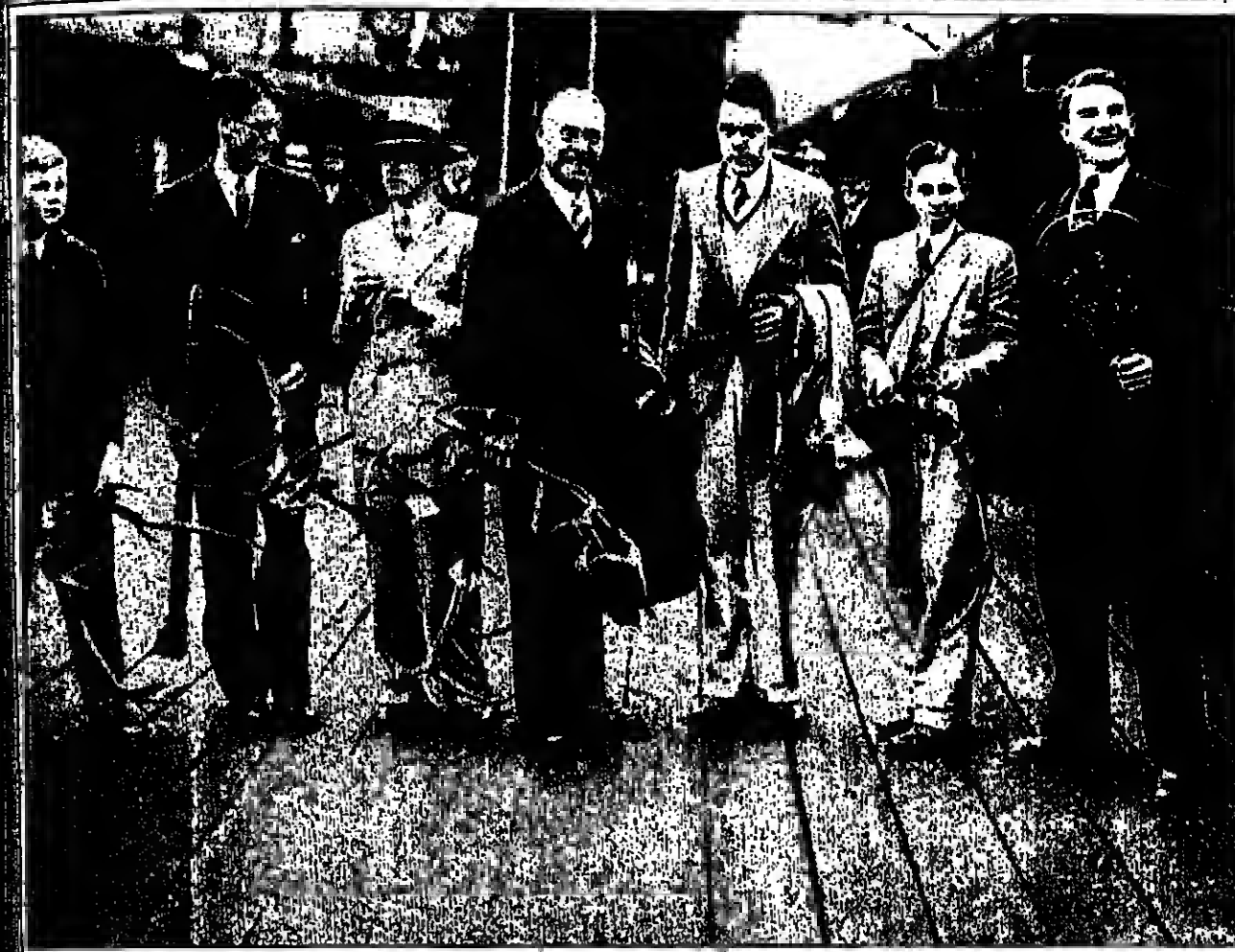
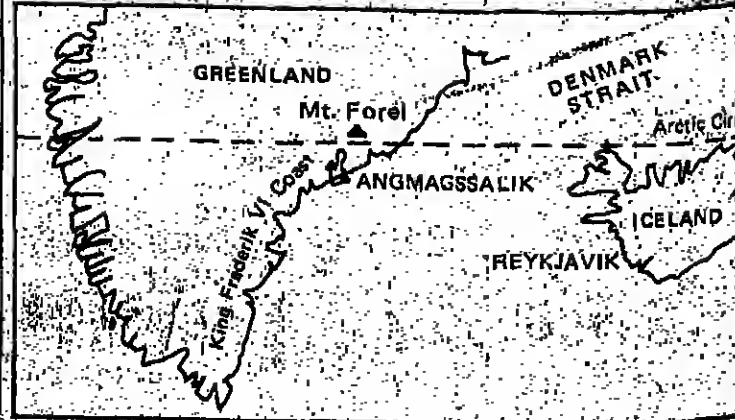
"We used to say that we sent them out as boys and they came back as men", Ray Ward said. "But we stopped that - it sounded as if we were giving them some sort of operation in the field. But people do come back changed. They've tested themselves. They know they can face anything."

More than 2,000 young people have now tested themselves on society expeditions, and few have found themselves wanting, although there have been failures. On one expedition a disturbed boy hurled himself down a crevasse and then ate 24 Mars bars in a day. However even he, a long time later, showed signs of having gained something from the Arctic experience, according to the society's leaders.

The very first young explorers were eight claps who ventured off to northern Finland under the leadership of the society's founder, Surgeon Commander G Murray Levick, a doctor on Scott's last Antarctic expedition.

Since then expeditions have been mounted to a range of Arctic and sub-Arctic destinations in Scandinavia, North America and Iceland. "We've always been a cold-climate society," Ray Ward said. "I suppose Murray Levick felt that five months in a snow hole was a marvellous way to toughen up the claps." All journeys have a serious scientific purpose, and the society has always been able to draw gratefully on men and resources offered by the forces.

Last summer saw the biggest ever single party setting off into the wilderness: 65 young explorers and 25 leaders descended on Angmagssalik, in Eastern Greenland. Each



atic in the Royal Geographical Society - there have been trickier problems than gales and glaciers to contend with.

The society was originally formed as the Public Schools Exploring Society. Fairly early on it found itself able to accommodate candidates from state schools, but ran into a real storm when, years later, it was suggested girls should be allowed to join expeditions. To some members the idea was so pre-

posterous that an unboly and bitter row rocked the society, before girls were finally allowed in in 1979.

Today any young person over 16 and under 19, still in education, can apply for an expedition place, although those who win them tend to be bright, well-motivated sixth-formers. When Rotary Clubs and others quiz the society's executive director, Lieutenant Colonel Peter Steer, about why he does not send Toxteth youngsters off into the

wilds, he tells them the expedition experience is not for urban teenagers who have never as much set foot on the foothills of the Pennines.

"Youngsters like that should join Venture Scouts, or do their Duke of Edinburgh's award scheme. There is a whole range of adventure experience available to young people. We're at one end of it."

Ray Ward agrees that "we're taking young people who are OK as they are, we're gilding the lily. But

we're giving them the humility and experience to cope with everybody, with all kinds of ups and downs".

Expedition graduates, he argues, will never turn into the kind of industrialist who is frightened to roll up his sleeves, or who sees the need for an executive canteen. Critics who say the society is elitist, and that its air of gung-ho heroics has no place in the modern world are easily drowned out by the clamour from young people wanting

expedition places. Last year more than 400 applied to join the Greenland expedition.

As Mr Ward said: "The things that matter today are the things that mattered on Scott's expedition - courage, common sense, honesty and loyalty. It's comradeship, if you like, although not in the rugged club way, more like the comradeship of war-time. It's something that I think almost everyone has a desire to experience."



"I was interested to hear of MIND's plans to involve schools in a campaign on behalf of mentally disabled people, and I am delighted to have this opportunity to encourage you all to join in their fundraising appeal."

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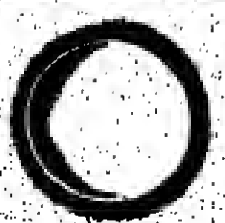
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NEWS

Election campaign letter attacking 'loony left' upsets union branch

Head censured for tactic in NUT poll

by Richard Garner

A primary head teacher who urged fellow heads to tell their staff to vote in a key union by-election to stop the "loony left" from winning has been censured by his local branch.

Mr Peter Blake, headmaster of Avondale Park Junior School in west London, was contesting a by-election for the governing body of the Inner London Teachers Association of the National Union of Teachers, when he sent the letter to head teachers of neighbouring primary schools - regardless of whether they were NUT members or not.

In the letter, Mr Blake said: "May I ask you to do me a favour - even if you are not a member of the NUT?"

"I am one of two candidates for a vacancy on the Council of the Inner London Teachers Association of the NUT. The ultra-left are at present in a majority of one on this body and there is thus a great danger that the conditions of service, pupil/teacher ratios, resources etcetera achieved in the past will be lost to us by the lesser skill of the loony left."

"May I, therefore, request you, please to have a private word with the more moderate NUT members on your staff (or via your school's NUT secretary if that will produce the same effect), asking them to use their vote?"

The move led to Mr Blake, who was successful in the by-election,



being censured by members of the west London association of the NUT. He did not stand in the latest election.

Mr Martin Francis, who was Mr Blake's opponent in the by-election, and has subsequently been elected to the ILTA in the annual elections, said that the censure motion had been tabled because members felt there should have been an open election campaign and that the letter had been sent to non-NUT heads.

He added: "The by-election should have been fought out on the policies. People could then decide for themselves whether either of the candidates were 'loony left'."

Mr Blake said: "I did say afterwards that I was sorry I had tackled it in that way..."

"I know most of the local head teachers but I don't know all the NUT school reps because they don't attend all the meetings, so I wrote to other head teachers as friends asking if they could do me a favour. I realize it could have been construed that I was asking them to put pressure on their staff, but I honestly didn't mean that."

Manchester reorganizes nurseries

by Sarah Baylis

A major review of primary education in Manchester which has resulted in the closure of some 30 schools, has prompted a reorganization of nursery education.

Roughly 400 nursery places in the city's existing primary schools are being relocated to the new department has taken the opportunity to allocate places for five in areas with the greatest need and it is hoped there will be improved take-up of places.

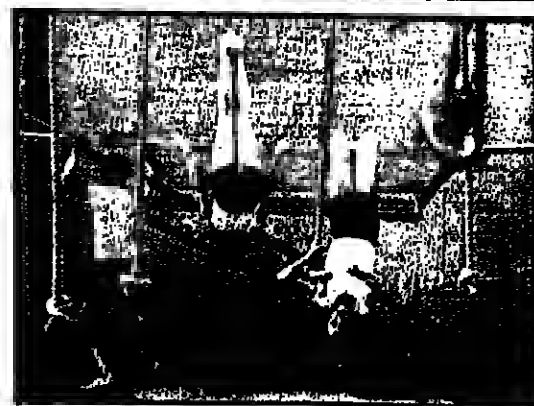
According to a spokesman there has been a significant shift of families with away from high-rise housing, places in some areas have fallen vacant over years. "The rationalization of places being redistributed in the city there are plans for a new 100-place nursery based in a former primary school with community facilities. It will be based in Heald, the largest inner city housing estate in Europe - and is intended to be a parent's help, a mother and toddler child-minders' group and a play centre for children of the school age."

The schemes are intended to be introduced by the end of this September but they have been delayed by the reaction of St Joseph, the Education Secretary, to the closure and merger of schools. This week the final date for objections passed.



Plate class: Eighty children attended a circus workshop with the Junior Arts Workshop in Bridport Arts Centre, Dorset. Here Skuldugary, a double act based in Somerset, taught them some of the skills involved in juggling, magic, clowning, acrobatics and various balancing tricks. Afterwards the youngsters, aged from five up, performed a "Circus Minimus" for an audience consisting mainly of parents.

SPORT



Vaulting the PE barriers

Bert Lodge sits in on a new gymnastic exercise in teacher/pupil relations



accepted and listened to. And where is the inevitable lurking about?

Certainly the introduction of work cards alone will not prevent that. They are not new in PE lessons. What is new to the outside observer though is the absence of the impetuous, the barked "Right! Running round the gym - stop - wake up!" - the armory of the sergeant major approach so long associated with a subject that used to be called Physical Training.

Contrast the opening page of the workbook: "Your gymnastic lessons are going to help you learn in a new way. You will be asked to work with a partner for most of the time and it is hoped that you will work hard to help each other."

"Be patient with each other..."

give praise where you can... be honest in recording what you have done... throughout the course we will be encouraging you to show you are capable of learning in a way which allows you to work without always waiting for us to help you."

An air of kindly concern and impending patience pervades the book. It's still PE, the cynic might concede, but more pastoral than post-ural.

Unashamedly, "As your teachers' helpers we feel your helping ability is probably more important than your ability to be a clever gymnast," the boys are assured.

To reveal that the chaplain of St Luke's College, now absorbed into Exeter University, was consulted about the wording of the workbook is to give a clue not only to intent but

also to authorship. For it did not originate with Bob Staddon, head of PE at Hele's but with a member of the St Luke's staff.

Martin Underwood has been at the college almost 20 years. Former colleagues on the staff of what was then Northampton Grammar School remember him as a voracious reader of anything to do with physical education. (They also remember a promising international rugby career on the wing for England cut short by recurrent injury.)

"I've always been interested in hearing mention of any alternative teaching style. But you usually find it's not teaching style they are talking about but teacher style. I was convinced there was another approach."

But for everybody? Difficult to

say from just one observed lesson because it is still in the pilot stage and conditions could almost be called clinical.

Underwood took the lesson. The microphone strapped to his chest but almost concealed under the sweat-top was a reminder of the two figures in the far corner unobtrusively operating the video camera, their huddle-green and striped track-suits the badge of St Luke's students.

"I've got about 50 tapes so far waiting to be analysed," Underwood confided.

A girl who turned out to be a psychology student was seated against the wall, a clipboard on her lap, watching intently just one pupil. Underwood had recruited her because he was bothered about one "surly". This youth was to be under observation all of every lesson every day for a week but none of the other teachers was allowed to know which member of the class was under scrutiny.

The age group, 12-13, is not the surliest and it is at this level that Underwood is introducing the approach. His own attitude was brotherly but not overly familiar and air was still "sir."

The PE staff at Hele's are impressed. One who had abandoned the subject to teach maths in preference has been wooed back into the gym by this different philosophy.

Girls have responded just as enthusiastically. Pre-arrangements for examinations put 54 children in the gym of once on a certain day and 12 different groups worked the same system of picture work cards. "I have never seen so many children working so positively in such a crowded environment," Underwood said.

How can you really tell what those it is intended for think of it? Well, by this time of the year every PE teacher is weary of the daily ration of "forget me kit sir" and excuse notes. At Hele's from the second year they have still not had one.

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And the closing date for entries is April 16th, 1983. If you would like to enter your pupils' poems, send them with the coupon below. For a full copy of the rules and details of awards, please send a stamped addressed envelope (22cm x 15cm or larger) to: Cadbury's Children's Art, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ.

National Exhibition of Children's Art 1983

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Full Postal Address

Tel No.

Number of Entries

7 years & under

12-14

15-17

If private entry, name of child:

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The Cadbury's National Exhibition of Children's Art, now entering its 36th year, is once again looking for talented young artists' work to display. (They are also looking for promising young poets' work for the first time, but that's another advertisement.)

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Awards totalling over £12,000 can be made to pupils and schools at the judges' discretion, covering Art, Craft and Poetry. In addition, the Cadbury Italian Art Tour can be won by up to six of the most talented children. A distinguished panel of judges headed by Dr. Harold Riley will select work from four age groups, ranging from under 7 to 17 years of age.

And the closing date for entries is April 16th, 1983. For full details please send a stamped addressed envelope (22cm x 15cm or larger) to: Cadbury's Children's Art, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ. If you and your pupils would like to see for yourselves how the Exhibition is chosen and run, we now have a free-to-borrow video available, which follows its history throughout the last year. Just complete the coupon below.

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Cadbury's National Exhibition of Children's Art 1983

Cadbury's National Exhibition of Children's Art 1983

NEWS

Tebbit Green Paper may hit union rules

Most of the teachers' organizations have little to fear from the Green Paper on trade union democracy drawn up by Mr Norman Tebbit, the Employment Secretary.

However, if he goes ahead with some of the Green Paper proposals, both the 74,000-strong college lecturers' union, the National Association of Teachers in Further and Higher Education, and the National Association of Schoolmasters/Union of Women Teachers, may be compelled by law to change their rules.

Mr Tebbit is considering introducing legislation requiring unions to hold secret postal ballots for elections for their executive committees and may also insist on similar ballots for full-time union posts.

He says he wants to ensure that unions meet four requirements - that voting invariably takes place in conditions of secrecy, all members eligible to vote have the opportunity to do so under a system which provides the best opportunity of a reasonable turnout, all votes are fairly counted and that those who take decisions at the highest levels are properly representative of, and accountable to, the membership as a whole.

In addition, he is considering compulsory ballots for unions contemplating strike action. He also wants ballots to be held before unions make any political donations, and machinery to find out what donations are made by their unions to "external bodies".

If the proposals were to be carried out (and it seems likely they will form a major plank in the Conservative Party's election manifesto), NATFHE would have to make the most changes.

It has a national council, which is more powerful than its executive and is elected from its various regions. The regional councils are elected by branch ballots. The national council chooses the execu-



Peter Smith

utive - there is a quota of places per region with several left unallocated to preserve some flexibility.

Industrial action must be approved by a straight majority of all branch members.

On the question of funds for political activities, the union's annual conference last year passed a motion allowing NATFHE to pursue political objectives as long as they were not party political. This paved the way for affiliation to the Campaign for Nuclear Disarmament.

The National Association of Schoolmasters/Union of Women Teachers does not ballot its members over industrial action - and as a union it prefers withdrawal of goodwill or sanctions to strike action.

Mr Nigel de Gruchy, its deputy general secretary, said: "It would be an inconvenience but it could be done."

However, he said that the union leadership had been criticized strongly over its "middle of the



Peter Dawson

round" approach when it simply encouraged members to support the TUC's Day of Action last year.

"We were told we should have taken stronger action and instructed them to come out on that day," he added.

With NATFHE, it is the union's executive which has power over the appointment of its general secretary - although in the NAS/UWT, the votes are counted by the Electoral Reform Society and there has been little, if any, criticism from union members that they have not received ballot papers.

Again, the general secretary is appointed by the executive of the union - and the irony here again is that the Left of the union would favour moves to make the holder of that position more accountable to the membership rather than the Right or "moderates", whose hands

when balloting local associations on industrial action and has a rule forbidding local areas from taking industrial action without this first being sanctioned by the chairman of its action committee. Left-wing critics of the present structure say this leaves too much power in the hands

of one individual. Executive elections are held by secret ballot - with papers being distributed to school representatives by local association secretaries, which is a similar procedure to the one adopted by the NAS/UWT. As with the NAS/UWT, the votes are counted by the Electoral Reform Society and there has been little, if any, criticism from union members that they have not received ballot papers.

In the case of external payments, it would be made clear to the membership in the annual report that the payment had been made. "If the finance committee and the executive decided to donate £100 to the Greenham Common Women's Peace Camp, it would be a matter of public record," Mr Peter Smith, the union's deputy general secretary said.

The teachers' organizations which

are not affiliated to the TUC would have to make even fewer changes as a result of the Green Paper proposals - although the Professional Association of Teachers is looking hard at the way it decides whether or not to make payments to other bodies.

A review of all payments is taking place and Mr Peter Dawson, a general secretary, revealed that the union would be reconsidering a grant to ACE, the Advisory Centre for Education.

Mr Dawson said that some members felt ACE was adopting a political stance - although exactly what political point of view it was following was not clear.

Like NATFHE, PAT has a national council as well as an executive; both are elected by secret ballot. However, in most areas, there has been no contest since only one person was standing and - one where a seat was contested - a run-out for elections was fairly rare.

"In a ballot of the membership, we would be reckoning - in a membership of 23,000 - about 5,000 people would participate," he added.

The Assistant Masters and Mistresses Association ballots its members secretly over elections in a 100-member executive. In a case where support for industrial action was being sought, there would be secret ballots.

In the case of external payments, it would be made clear to the membership in the annual report that the payment had been made.

"If the finance committee and the executive decided to donate £100 to the Greenham Common Women's Peace Camp, it would be a matter of public record," Mr Peter Smith, the union's deputy general secretary said.

Richard Garner

L.e.a. 'acting like mineowner'

The leader of Britain's biggest teacher union has accused a Labour-controlled education authority of acting like the mineowners of long ago.

Mr Fred Jarvis, general secretary of the National Union of Teachers, was addressing his union members at Durham, where the local authority has, since October, been deducting pay from teachers who refuse to cover for absent colleagues.

The teachers' action has been a response to Durham's £4m cut in the education budget earlier in the year.

Mr Jarvis said he never thought he would see the day when a Labour-run authority would decide to worsen its staffing standards to the point of almost eliminating the provision of supply teachers in its secondary schools.

Jobs more elusive than ever for this year's graduates

Job-hunting will be harder than ever for this summer's crop of graduates, as they join a growing number from previous years who are still looking.

They will be competing for vacancies in a market that has changed radically in the past few years. Openings in almost every sector have shrunk and employers have become much more choosy about predicting in the first half of the academic year their needs for the following September. Now, they may advertise at any time of year - and, because of the constant pool available, fill the vacancies straightaway.

Demand from the industrial giants has shrunk but more small and medium-sized firms are starting to recruit graduates and make up for at least some of the loss. They are often taking them on at a level which, just a few years ago, graduates would have considered beneath them.

These changes are set out in the latest annual forecast from three organizations concerned with graduate employment: the Central Services Unit for university and polytechnic careers service (CSU), the Standing Conference of Employers of Graduates (SCOEG), and the Association of Graduate Careers Advisory Services (AGCAS).

They say that prospects, described in 1982 as "worse than at any time since the Second World War", remain bleak. "Unless there is a very radical round-turn in economic activity, I should be more than surprised if we do as well as the 1981 figure (about 10 per cent of first degree graduates still unemployed at the end of the year)," Mr Brian Punt, director of the CSU, said.

But the signs are that last year's gloomy prediction that one in five graduates might still be unemployed at the end of the year was over-optimistic. Surrey University has just released figures showing that the proportion of its graduates believed to be still unemployed at Christmas actually fell, against all predictions, from 12.2 per cent in

Biddy Passmore looks at next summer's employment prospects for those bringing new university degrees to a dwindling market

1981 to 11.6 per cent last year. And the proportion entering permanent United Kingdom employment rose from 47.4 to 52.5 per cent. Surrey may be doing slightly better than the average because it is a technological university, although, unlike many such institutions, it has only a small proportion of undergraduates on sponsored courses whose subsequent employment is guaranteed.

Regardless of the number still looking for employment next Christmas, job-hunters with degrees will continue to have a clear lead over non-graduates, the report says. Numerous graduates who can communicate effectively are still in short supply.

The three organizations expect about 60,500 new graduates from universities and polytechnics to enter the job market in 1983, a slight increase on 1982. They will join an existing pool of graduates im-

mediately available which may be as large as 10,000.

In industry and commerce, employers predict a small overall increase in the number of vacancies but careers services are said to expect a clear reduction. However, Philip Allison of Surrey University's service, described himself as "optimistic - we've passed the trough, it's getting better"; and Mr Paul Blades of Coventry Polytechnic said: "In an optimistic mood, I think things are going to be the same as last year."

Demand will decline further in the construction industry but is set to rise again in electronics and computers.

Competition for training places in accountancy is likely to become even stiffer, as more graduates for about the same number of vacancies as last year. Demand remains low in the public service and competition for entry to the police and armed forces will be tougher. Despite the bleak outlook, several careers officers said this week they had noticed no significant increase in the number of final year students coming to them for advice. "We are only two rules," one said, "they need us really badly, probably don't come and if they don't need us quite so badly they probably do."

Graduates and professional people will still have a definite advantage in the employment stakes in 1983, according to Warwick University's Institute of Employment Research which made a detailed estimate of future demand and found that by 1991 the majority (52.4 per cent) of the work will be in non-manual jobs.

Nick Wood looks at a new study of fifth formers' behaviour which confirms that pupils have to be fly about swotting if they want to remain popular with their classmates.

The lowest form of life in a comprehensive school is the child who makes no secret of the fact that he is working hard to pass his exams and to please his teachers.

Labelled a "swot", he is relegated to the foot of the classroom pecking order and shunned and ridiculed by his classmates. His best chance of acceptance is to forget his studies and join the "dossers" - children who spend their time messing around, disrupting lessons and doing the minimum of work.

Mr Glenn Turner, a research fellow at the Open University, believes this is why so many bright children fail to fulfil their potential at school. Terrified of being dubbed a swot, they follow the crowd, first concealing the amount of work they are really doing, then being drawn irresistibly into the anarchic world of the dossers.

His findings, based on a year's observation of fifth form lessons at an unnamed East Midlands urban comprehensive of nearly 1,000 pupils, and interviews with teachers and children, have just been published. They paint what Mr Turner admits is a depressing picture of the typical comprehensive.

At the heart of the subculture of the comprehensive classroom is the "work-restriction norm", the powerful unwritten code by which the dossers exert their influence over the rest of the class, particularly those who are trying to pass exams.

Mr Turner says that the norm, regulating the amount of schoolwork that is permissible, is "taken for granted" by pupils. He gives this example of it in operation. "Alan enters the classroom a few minutes late and heads for the back desk. However, Gary and Tony have moved to the front. . . They both have their books open and appear to be busy. Alan shouts so that all can hear: 'Look at Gary and Tony working'."

"Here there is no need for Alan to say what is wrong about what Gary and Tony are doing; it is taken as obvious. Alan's comments clearly suggest that working is inappropriate. The norm, then, can be used in attempts by pupils to mobilize others to support non-work."

Mr Turner says that such attitudes cause the most anguish for the "exam-committed" pupils. Often, they want to work when the rest of



Alan C. Wood

No marks for swots

the class - the majority - would sooner be flinging paper darts at one another or, to use another incident he witnessed, gluing their exercise books together.

But the penalties for keeping your head down when the rest are making mayhem are severe. John, studying for eight O levels, explained like this: "If you don't suit of join in (with messing around) you run the risk of losing all your friends. . . You get classed as being really dumb or as a teacher's pet. If they see you working they say: 'Why don't you join in, are you afraid of the teacher or something, you have to do your work.' 'It makes you look stupid if you are the only one working and everyone else is messing around. So you join in just for the sake of it.'"

As Mr Turner points out, this comment reveals a great deal about the way children perceive a swot. He is unintelligent and has to make up though hard work what he lacks

in ability. This further lowers his status in the eyes of the class, many of whom, wishfully as it turns out, see themselves as intelligent, sailing through exams with the minimum of effort.

A central character in his narrative is Flemming, an indisputable swot, who is generally derided for once having produced a 6,000-word essay on the railway network without mentioning the big four railway companies. Instead, there was a great chunk devoted to a vivid description of the collapse of the Tay Bridge.

John said of him: "Flemming is very unpopular. Flemming is just an idiot. He just likes doing work."

This comment opens up a new vista on children's attitudes to school and work. Although the headmaster and teachers stressed the importance of attributes other than a commitment to passing exams, such as "trustworthiness", "contributing to school life" and a

"willingness to work hard", these were rejected by the pupils.

In their eyes, passing exams is the only point of school. Pupils like Flemming were held in contempt because they apparently enjoyed working.

"The instrumental attitude to schoolwork which pupils such as John adopt enables them to separate themselves from pupils such as Flemming who they think work compulsively and forget what purpose it serves. There is also the imputation of stupidity which fits with the notion that swots lack intelligence."

"If work serves no purpose instrumentally, then to do it is obviously 'stupid'. Other possible motives for working hard, such as actually enjoying work, are dismissed as 'unthinkable'."

Refusing to work or omitting to do homework also confers sexual status, especially among boys. Masculinity hinges on sticking to the work restriction norm and "defeat-

ing" what is perceived as the school's main objective - to make pupils work.

"Getting into trouble for not doing homework . . . indicates masculinity and thereby confers prestige rather than shame. Boys who do their homework are seen as 'poofs' - an inferior breed who are frightened to defy their teachers."

Much of Mr Turner's analysis applies to girls as well as boys, though they appear under rather less pressure to adopt the work restriction norm. Nevertheless, if they conform to their teachers' wishes, they are likely to be labelled as "creeps" or "snobs", especially by other girls who regard effort and achievement as "unfeminine".

Of course, not every child subscribes to the fond belief that natural talent guarantees a handful of O levels. Some, at least, appreciate there is a connection between success and work. Their problem is to find a way of putting in a reasonable effort without incurring the disapproval of their classmates.

The solutions are ingenious. Some children study in secret at home while at the same time passing a reputation for always being out enjoying themselves. . . others work hard in class, but from time to time enthusiastically participate in bouts of "messing around". Another group find scapegoats among their classmates, labelling them "swots" for fear of being so despatched themselves.

But, as Mr Turner points out, there are risks in such attempts to remain one up in the crowd. The child who tries to work independently of his teachers may fall behind and eventually despair of ever preparing himself adequately for an exam. And there is a fine line between pretending to be a dosser and actually becoming one.

He concludes that many able children, from both working-class and middle-class backgrounds, are victims of the work taboo generated by their peers and fail to achieve their potential at school. Rather than seeing deviant behaviour as a rejection of the ethos of the school, teachers should pay closer attention to the subtle pressures at work in the classroom.

The Social World of the Comprehensive School, Glenn Turner, Croom Helm. Price £11.95.

School disputes l.e.a.s' right to governorships

by Sarah Bayliss

A former direct grant school is applying to the Charity Commissioners for permission to exclude local education authorities from automatic membership of its governing body.

Manchester Grammar School, which went independent some years ago, currently has eight out of 27 seats on its governing body reserved for local authority representatives from the Greater Manchester area. This dates from the days of direct grants when the Charity Commissioners insisted that local councils send pupils to the school should be represented by governors.

Mr Raymond Baldwin, chairman of the governors, said this week it was time to change the constitution of the governing body, not least because several of the local authority representatives failed to attend meetings and at least one authority had ceased to nominate a representative.

But the school was keen to retain links with people who knew about the maintained sector of education and it would be inviting interested councils to retain their membership, but as co-opted members.

Mr Baldwin said that in the case of Manchester and Cheshire, representatives had not attended recent meetings because they felt unable to sign the school's trust articles which implied support for the school's selective policy.

Mr Basil Jouda, leader of Cheshire's Labour group and a former pupil at the school, agreed he had not attended any governors' meetings since he was nominated 18 months ago. He would not sign the school's articles.

"There's a basic conflict between myself and the school over this," he said. Cheshire was still supporting a handful of boys whose education at the school should be complete by 1986, and until then it should have representation on the governing body. "We should be there to see the county's mood is being properly spent - not to sign an oath of allegiance supporting the independent school ethos."

Mr Allan Richardson, Conservative leader of Cheshire since last November, said Mr Jouda would be replaced by a Conservative representative in three or four weeks time. He hoped that if the constitution of the governing body was altered, Cheshire would be offered a co-opted seat.

Mr Baldwin said there were no proposals to include parents or teacher representatives on the governing body. If the Charity Commissioners approved the changes any seats left vacant by the l.e.a.s would be filled with people who would "safeguard the interests and future" of the school.

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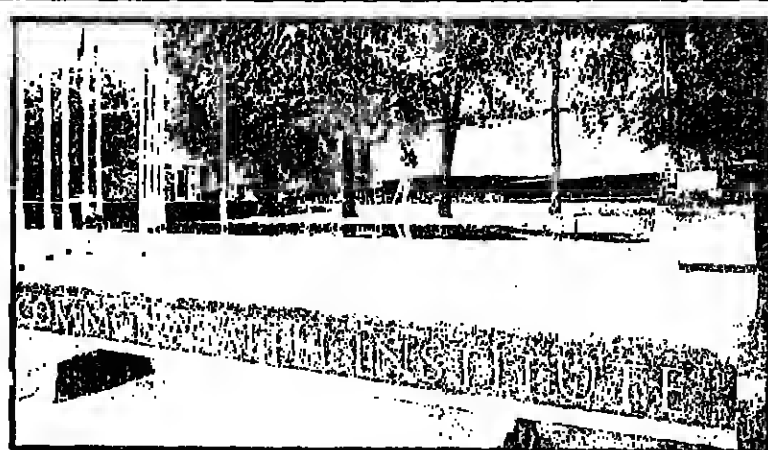
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NEWS



Facelift for Institute

by Julia Hagedorn

The Commonwealth Institute, now entering its third decade of existence in the present building in South Kensington, is to be given a new look.

Mr James Porter, director of the Institute, had his new programme approved by the Commonwealth Heads of Government when they met in Melbourne, Australia, in 1981 and the Institute presented a statement of its policy for the first time.

The permanent exhibitions, virtually unchanged since 1962, are to be updated and revised to reflect contemporary issues arising from political independence, the search for cultural identity and the struggle for development experienced by many Commonwealth countries.

There will also be a shift towards more active programmes focusing on specific countries which will be negotiated country-by-country. In 1984, for example, the focus will be on African countries and in 1985 on the Caribbean.

Over the next two years, the education department will make a determined effort to influence the curriculum in schools for the 9 to 13s, both in the UK and in Commonwealth countries. A research fellow working in cooperation with five countries will produce guidelines and pilot materials by next September. These will be tested in 400 schools with the help of Commonwealth exchange teachers. The object is to produce materials that will be a mixture of core subject matter and regional material. It is hoped that a major publisher will be interested in marketing this material for overseas countries. James Porter describes this new educational programme as a less emotionally charged way of teaching understanding and tolerance in schools. "We are not pushing it as multi-cultural material but as general background to the society we live in."

The Institute's exhibitions, art gallery, library and theatre were visited by 480,000 visitors last year, of which 112,000 were school pupils who had booked in advance.

People

Mr Joe Rea has been appointed head teacher of Shaftesbury Hill junior school, Dnlich. Before becoming a teacher in 1970 he worked in industry, commerce and the civil service.

Mr Andy Milne has been appointed head teacher of Shaftesbury House boarding school for maladjusted boys, Barkway Road, Royston, Herts. He has taught at the school since 1975.



Mr Rea

Mrs Ann Kelp has been appointed head teacher of Milton Mount First and Middle School, Crawley. She goes to west Sussex from Oxford, Surrey where she is deputy head of St Mary's CE middle school.

Mr Edward Ernest Hickford has been appointed headmaster of Midhurst grammar school. He succeeds Miss M P Evans, who retires at the end of this term.

Mr Dickie Jeeps and Mr Ian McCallum have been reappointed chairman and vice-chairman of the Sports Council for five and three years respectively.

Mr John Sheffield (Business Education Council chairman) has been appointed vice-chairman of the new Business and Technician Education Council (BTEC). Mr John Sellers (currently BTEC chief officer) was appointed chief executive. Mr David G. Mitchell (Technical Education Council chief executive) was appointed director of education, and deputy in the absence of Mr Sellers.



Mr Milne

Survey shows deterioration of resources in 'good' i.e. a.s while low-spenders maintain steady levels

Enforced cuts hurt image of councils that care

by Richard Garner



Fred Smithies

Local education authorities who have previously cherished education are now being forced seriously to curtail services as a result of government pressure to reduce council spending, according to a survey carried out by the National Association of Schoolmasters/Union of Women Teachers.

On the other hand, some of the hard-line Conservative-controlled "cutters" of the past have called a halt to cutting because they realize they have trimmed their service to the bone, the survey, which is published this week, adds.

This is the explanation for such notorious cutting councils as Kent appearing on the union's list of 15 authorities where there has been a "reasonably satisfactory situation" over the past year, and an authority like Labour-controlled Haringey, which has been singled out by the Government for overspending, appearing on its list of nine authorities where there are "unfavourable developments across the board".

The union survey has been completed by union representatives in 83 out of 104 local education authorities in England and Wales.

The nine authorities cited as having "unfavourable developments across the board" are Berkshire, Durham, Gwynedd, Haringey, Isle of Wight, Sefton, Surrey, West Sussex and Sutton.

Mr Fred Smithies, general secretary designate of the NAS/UWT, said: "I have chosen these nine because the evidence provided by our colleagues working in these authorities shows that the educational provision is worsening pretty well across the board."

"Some of these authorities start from not too bad a base and when we say there are unfavourable developments across the board - we ought to make it clear that some of them do have a pretty good track record in the past on education."

"Durham is an example of such an authority. Their schools are still not badly staffed by comparison with other local authorities. Certainly Durham in the past have done fairly well in the funding of their education resources."

"They have now been brought to a position where they can't afford to

continue with that kind of record and things are going down hill fairly rapidly."

Fifteen local education authorities have been picked out by the union as having a reasonable record during the past year on education spending.

These are Avon, Bury, Cornwall, Coventry, Harrow, Hounslow, Kent, Kirkcaldy, Nottinghamshire, Redbridge, Shropshire, South Tyneside, Stockport, Tameside and Walsall.

Seven authorities have been picked out as acting positively to minimize the harmful effects of local authority spending cuts. They are Croydon, Cumbria, Kent, Redbridge, Shropshire, South Tyneside and Tameside.

Mr Smithies explained: "These are not good authorities in the absolute sense. It happens that Kent and Tameside are on the list. Kent's pupil/teacher ratio is a disaster and in Tameside it is an even bigger disaster, but given that historical starting point their spending during 1982/3 appears to have been fairly tolerable."

Mr Eric Powell, the union's president, said: "When you're starting from a crumb, a crust is a help and this probably applies to some of the authorities here. If they got any worse the situation would become completely untenable."

However, the survey does go into more detail about the record last year of some authorities. For instance, it says of Lincolnshire: "In

almost every year since 1974 Lincolnshire has made severe cuts in its spending on education."

"It now has the worst primary pupil/teacher ratio in the country and its capital allowances are appallingly low. Some of the smaller secondary schools are finding it almost impossible to maintain an adequate curriculum. Primary school meals are non-existent and teacher morale is at a very low ebb."

"All teachers' centres have been closed and virtually all in-service training of teachers has ceased. Small primary schools are under threat of closure and some have 10 to 11½ year olds in the same class."

Of Hampshire, it says: "Pots above scale one are frozen. Also, 340 posts have not been filled during 1980. Shorter contracts are offered (one year only)."

Remedial education is not provided in primaries. No provision for gifted children made by the local education authority. Specialists disappearing at all levels.

"Non-contact time falling in secondary schools. Primaries under hit. Money raised for prestigious durables, eg musical instruments, used to purchase stationery. Composite classes (mixed age groups) increasing. Schools' psychological service impaired."

The survey reveals that 28 per cent of authorities have unfilled vacancies, 36 per cent have a loss of restriction of subject options, 34 per cent have lost specialist teachers, 31 per cent have changed the curriculum to reduce things like marking and preparation time, in 16 per cent the viability of sixth-form entry has been threatened, 36 per cent have given their staff increased flexible commitments, 58 per cent have reduced capitation in real terms, 41 per cent curtail in-service training opportunities, 57 per cent have an increased number of mixed age classes in primary schools and 58 per cent have had cutbacks in support, ancillary or peripatetic services.

Mr Smithies said: "Councils in some authorities are no longer able to protect the education service they very much cherish and there is evidence that things are beginning to go seriously wrong, even in these hitherto good authorities."

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Foppo	5,125	8,325
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Madesimo-Village	5,070	9,900
Santa Caterina	5,800	9,100
Thalio	6,130	9,830
Val Senales	6,540	10,700
AUSTRIA		
Badgastein	3,523	8,450
Pinzau	2,605	5,950
Malniz	3,900	8,612
Schladming	2,438	6,155
SWITZERLAND		
Champéry	3,450	7,600
Les Collons-Thyon 2000	5,880	9,821
Leysin	4,000/5,000	9,000
Morgins	4,550	7,670
Dornax	4,550	8,130
Seas Grund	6,100	9,750
FRANCE		
Les Arcs	5,250	9,840
Les Menuires	6,000	9,300
Montchavin/Les Cuches	4,000	10,600
Port St. Vincent	4,550	8,775
Valmorel	4,550	7,810

Venue mix-up cuts out exam carve up

The anti-dissection lobby would have been delighted with the biology "practical" exam that took place at the University of London last week.

A mix-up over booking laboratories meant that 300 private A-level candidates had to work from photographs and diagrams rather than the traditional fare of dead rats and specimens swimming in formaldehyde.

Mr Alan Stephenson, secretary of the London GCE Board, said candidates were warned to expect a written paper drawn up as an "emergency measure" when it was realised there was not a laboratory to accommodate them.

It provided a thorough test of powers of observation and the ability to analyse data. Only manipulative skills, increasingly a minor part of biology practicals, could not be assessed, Mr Stephenson said. But the incident will not be allowed to set a precedent. Next summer's practical will revert to the usual format.

Sikh dagger length still a suspension issue

by Diane Spencer

A 16-year-old Sikh boy has been suspended from a Leicester school because he insisted on wearing a nine-inch dagger, a kirpan, which is part of his religion.

The governors of Wyggeston and Queen Elizabeth I Sixth Form College, who decided to suspend Davinder Singh at the end of October, say he can return if he substitutes a three inch kirpan which is securely sewn inside his trouser pouch.

- the ghatra. This is done by many Sikhs, but Davinder's family belong to a very devout sect, the Amritdhari, which insists on the full length dagger being worn.

Mrs Susan Cunningham, education committee chairman, and officers have met the family several times to resolve the issue, but so far a satisfactory conclusion has not been reached.

The issue was thrashed out at a meeting between council officials and civil servants from the Departments of Education and Health and Social Security at the beginning of December. As a result, the council agreed to stop printing the list pending a review of its contents.

Boyson criticizes sex education books

The Health Education Council has suspended publication of its list of films and books for sex education in schools following protests from Government ministers.

Dr Rhodes Boyson, junior education minister, and Mr Geoffrey Finsberg, junior health minister, wrote to Dr David Poyer, the council's director-general, saying that some of the publications could give young

people the impression that incest, group masturbation and paedophilia were desirable and even socially acceptable.

And they pointed out that the list contained little or no material from the Roman Catholic authorities or bodies like the Responsible Society. They took particular exception to three publications out of the total of 250 - *Make it Happy, Will I Like It?*

and a Danish book, *Boy, Girl, Man, Woman*.



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Help on way for maths

A new one-year course will shortly be available for teachers faced with pupils who find mathematics difficult.

A minimum of three years' experience teaching maths, remedial children or both will be looked for. The course has been developed by the Mathematical Association in the mathematics centre at the West Sussex Institute of Higher Education. Four other colleges will also offer the course: Matlock, Hertfordshire, West Midlands and Newcastle Polytechnic.

Five teachers under the direction of Mr Afzal Ahmed, a lecturer at the centre, have just completed a trial run of the course.

A spokesman for the Mathematical Association said it would count as a diploma course. These were usually two-year part-time courses.

But the association was negotiating to have the course "designated" by the DES and that would release some of the special funding available for in-service training.

More courses to meet demand

The British Council is boosting dramatically the number of short courses in runs in this country for educationists from overseas. This follows increasing demand from people abroad for access to British education.

Seventeen courses are planned for this year, as opposed to the 10 which were run last year. Nine of these courses are new, and include a two-week seminar in curriculum evaluation, to be run by Mr Malcolm Skilbeck, of the London Institute of Education.



Home Secretary William Whitelaw, chairman of the committee which wants to reform London's County Hall (above) and the metropolitan counties.

Cabinet discusses ILEA's future

by Biddy Passmore

The future of the Inner London Education Authority was expected to come under Cabinet scrutiny again yesterday, as ministers considered a plan to scrap the metropolitan counties, including the GLC.

The plan, drawn up by a Cabinet committee chaired by Mr William Whitelaw, the Home Secretary, could put in question the retention of England's highest spending education authority because it is technically a committee of the GLC. Under the committee's proposals, the ILEA would continue to exist but would in future consist entirely of inner London borough representatives rather than the present mixture of borough nominees and GLC members. But it is not certain that this part of the plan will get

past the Prime Minister, who is annoyed at the authority's continued flouting of Government spending targets and who still hankers after a more radical solution, such as its disbandment.

As predicted in *The TES* in August, abolition of the metropolitan counties is the only major reform of local government on which the Cabinet committee has been able to agree. The idea of a separate block grant for education has been rejected, mainly because of Treasury opposition to higher central government spending.

Alternatives to the present rating system, such as a poll tax or local income tax, have also been turned down. But a Treasury plan to impose an upper limit on high-spending councils is still believed to be an option - and could be another way of cutting the ILEA's budget.

If the Cabinet endorses the committee's proposals, it will mean abandoning the Conservative manifesto pledge to abolish rates. But, judging by last year's Conservative Party conference, a pledge in the next manifesto to abolish the high-spending and Labour-controlled metropolitan counties could prove equally popular with the Tory faithful.

A move to replace the existing mixture of GLC members and borough nominees with an authority consisting entirely of borough members could prove unworkable, a Conservative member of ILEA has warned. In a letter to *The Times* last week, Dr David Avery, who is both a borough nominee to the authority from the City of London and a GLC member for Westminster South, said borough members would not be able to find the extra time to do the job.

"With some very honourable exceptions over the years, the worst attendance records of the ILEA have belonged to borough councillors appointed by their local councils", he wrote. This was because borough councils tended to attract younger people with children and careers.

However, when Sir Frank Marshall put forward precisely the same solution for education in his 1978 report on the Greater London Council, he suggested that the change would make the authority less remote.

Theology student wins fight for reinstatement

A 21-year-old theology student has won his fight to be reinstated at Kent University following an intervention by the Archbishop of Canterbury.

Simon Gosling, a second-year student from Whitstable, Kent, returned to the university this week, exactly a year after he was sent down for poor work.

His victory follows a long battle, including a High Court hearing, and an appeal to Dr Runcie, who holds the title of University Visitor.

Simon believed he had been sent down without a proper hearing and that the decision breached the university's disciplinary procedures.

Last October the High Court ruled that Simon could not be reinstated because the matter was outside the court's jurisdiction and should be dealt with by the university.

Last month, Dr Runcie heard Simon's case in private. Now, in a 10-page report, he has dismissed the technical grounds of the appeal but said he was worried that no attempt had been made to find out what had gone wrong before the decision to send down was taken.

He did not want to draw attention from Simon's poor record as a student, but the situation might have been different if better pastoral care had been exercised.

Multicultural misgivings

Everyone is on the bandwagon of multicultural teaching, John Eggleston, professor of education at Keele University, told a conference in London recently. "But I am deeply sceptical about what is being achieved," he added.

"When I go into schools I feel that things are very little different from what I was arguing about ten years ago."

A survey conducted by his department showed a fragmentary and incomplete provision of in-service training for education in a multicultural society. It varied from non-existent to inadequate. Some local education authorities said: "We do not need it because we have no problem."

"The message of multicultural education must get through to teachers who need it the most: not members of the National Association for Multicultural Education or people attending conferences like this," he said.

The key factor was the enthusiasm of the head teacher. If he or she placed a high value on a course, great improvements could be made.

Post Office in literacy effort

The Post Office and the Adult Literacy and Basic Skills Unit have combined efforts to produce a teaching pack to help the nation's two million adults who cannot read and write adequately.

The pack aims to help people on literacy courses understand how to use the range of services offered by the Post Office. Five thousand copies will be sent to adult literacy tutors around the country. The 28 work sheets include topics such as shopping by post, opening a giro account and renewing a motor vehicle licence.

Mr Alan Wells, director of ALBSU, praised the high quality of the teaching pack. "Those at the bottom of the educational ladder should have the best material."

Mr Ron Dearing, chairman of the Post Office, described the collaboration between the two organizations as "enlightened mutual self-interest".

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OVERSEAS

France/Anne Corbett

Move towards wider, fairer HE system

PARIS: The draft of a law encompassing a vision of an expanded and fairer system of higher education designed "for a post-industrial society" has just been released by M. Alain Savary, the French Minister of Education.

Though a number of particular points attract criticism, the main lines have been welcomed by those most closely involved. A right-wing teachers' union and a right-wing students' union are so far the only exceptions. As one university vice-chancellor put it on the day of publication: "We will have comments to make. But it looks a good law."

It is based on the twin principles that a modern society needs the full economic and intellectual contribution of its higher education institutions, and that students with the will and aptitude for higher education should be encouraged to pursue their studies. There should be no going back on the tradition of open access to higher education for anyone with the *Baccalauréat*.

M. Claude Jantet, ministerial advisor responsible for a report which marked the first step towards the draft law, has emphasized the elements that the Government regards as crucial: that the higher education sector should be unified and that its role should be clearly defined and enriched to include research as well as teaching, recurrent education, playing a part in regional and

national life and co-operating internationally where relevant.

M. Jantet stresses the Government's intention that while there should be more students, they should no longer be able to leave university "without a proper professional training".

Since at present institutions in the public sector, including the prestigious *grandes écoles*, come under various ministries, there would be an interministerial committee to coordinate development and diploma policy.

The last French higher education law was produced in a hurry after the riots of May 1968. Though its principles are still regarded as relevant – the law proposed that all universities should be autonomous, run on a participatory basis and multi-disciplinary in their studies – it did not provide the framework to enable elite institutions to welcome treble the number of students, nor did it help them to come to terms with the fact that in a changing world the teaching profession no longer needed all those students.

There is likely to be some trouble to come on the small print of M. Savary's draft, particularly as it relates to structure of the university teaching profession. But the draft law's commitment to a unified system and an enriched role for the universities marks a break with previous government policy.



Link-up talks deferred

PARIS: Negotiations for the so-called marriage between the French state and private schools have been deferred, M. Alain Savary, the Minister of Education, announced last week. This means until after the municipal elections in March, which now dominate the political agenda in France, and for which the private schools issue has provided combustible material for politicians and the press.

The initial Catholic reaction was that M. Savary's terms were unacceptable, but that some kind of coalition was not inconceivable. Then came a re-affirmation from M. Savary that negotiations meant negotiation, followed by an olive branch from President François Mitterrand (pictured above) in his new year broadcast, underlining his commitment to pluralism.

But the meeting of the full educational council of the Catholic Church, meeting for the first time last week, hardened its position. Negotiations could not begin unless certain guarantees were given from the outset.

Irish Republic/John Walshe

Strike over staffing cutbacks threatened

DUBLIN: Mrs Gemma Hussey, the new Education Minister, faces a one-day teachers' strike and other public protests over proposed cuts in school staffing levels and the introduction of transport charges for secondary school pupils.

The three main teacher unions have joined forces to campaign against the Government's plans which they see as a serious threat to the educational service.

The teachers have, in effect, tried to block the introduction of charges by banning cooperation with the scheme but the Government hopes to get around their action.

They have also published advertisements in the newspapers seeking parents' support. One union has announced plans for a strike and the others are expected to join in a demonstration on January 26. The unions' main long-term worry is the restriction on staffing levels.

The Government proposes to phase out clerical assistant and caretaker posts in all schools through no-replacement of staff. It also proposes a worsening of the pupil

teacher ratio in secondary schools from 19 to 1 to 20 to 1.

The Government also wants to get class contact hours for secondary teachers, restrictions on the appointment of ex-qualified teachers and of career progression counsellors to larger secondary schools. Under its proposals, principals in smaller secondary schools would have to do more teaching duties.

Although some of the measures had been announced by the previous administration, the new coalition government had not anticipated a vehement public reaction that has greeted publication of the full details of the cuts.

Even the Catholic bishops, heads of religious teaching orders, have entered the fray, warning the cumulative effect of the proposals will put many small schools in danger of closing.

The Government argues that the cuts are necessary because of the dire financial straits the country finds itself in.

Netherlands/Lynne George

Dutch opt for English

AMSTERDAM: Mr G van Leijenhof, Education Secretary, has recently presented guidelines on the compulsory teaching of English in the new primary schools to the advisory Central Commission for Educational Consultation.

Although English is already taught in some primary schools, by 1988 it will be a compulsory subject for the two top classes at least, of the new basic schools which 4 to 12-year-olds will attend from 1985.

English has the edge on French and German, two other languages commonly taught in Dutch schools, because of its status as a world language and its accessibility for Dutch youth through the English-language satirical media. In secondary schools 90 per cent of pupils already choose English as a leading foreign language.

The Centre for Curriculum Development is in the process of developing multi-choice English schemes for schools which should form an integrated part of the new curricula as a whole.

Sri Lanka/D B Udalgama

Poverty cause of drop-outs

COLOMBO: After more than 35 years of free education, official statistics show that 14 per cent of the population of 1.9 million have no schooling whatever. A total survey shows 41.3 per cent had no primary schooling while 10.9 per cent have passed the GCE O level.

Only 2.6 per cent passed the A-level examination and, despite universal education having been available for 40 years, there are only 74,980 graduates or 0.6 per cent of the population.

Of the graduates 47,170 are men and 27,810 women.

The drop-out rate at the primary stage is due mainly to poverty which halves the population on a monthly income of \$9.

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OVERSEAS

United States/Peter David

College sports stars will have to play it by the books

WASHINGTON: American school leavers dreading of a rapid rise to stardom through their athletic prowess will now have to pay more attention to their academic studies following an historic decision by the National Collegiate Athletic Association.

At a stormy meeting in San Diego last week the NCAA – the governing body for university and college sport – overcame opposition from traditionally black universities and agreed to adopt strict new rules demanding that students meet minimum academic standards before taking part in major matches.

The decision is the most important change for a decade in American college athletics, a multimillion dollar business which brings universities lucrative incomes through the sale of tickets for television rights.

For years universities anxious to

recruit talented football or basketball players have turned a blind eye to the academic failings of student athletes.

However, the NCAA has now adopted two rules proposed by a committee of university presidents chaired by Mr Derek Bok, president of Harvard. The most important rule says that from 1983 first-year students will not be allowed to compete in major sports matches unless they left high school with a grade point average of 2.0 (out of a maximum 4.0) in a core curriculum of academic subjects including mathematics, English and social and natural sciences.

In addition first-year students hoping to play in first division football or basketball teams must have scored at least 700 out of a possible 1,600 in the Scholastic Aptitude Test (SAT) taken by millions of

school leavers every year.

University presidents harking the rules claim they will prevent the widespread practice of universities recruiting talented athletes with no real prospect of completing a degree.

Mr Frederick Davison, president of Georgia University, said it was essential to re-establish academic standards for students participating in big-time intercollegiate sports.

He added: "This is absolutely necessary for the future of college athletics and for the tremendous role athletes can play in offering an incentive for academic achievement at the high school level."

"High school sports can become the stimulus that drives students with athletic ability to academic achievement so that our campuses are not turned into academic salvage operations."

But the presidents of black colleges attending the meeting opposed the new rules, claiming that the academic standards were set far too high and would discriminate against black school leavers.

Dr Jesse Stene, president of Southern University in Louisiana, said the SAT tests had been criticized for a cultural bias against blacks. He described the new rule as "patently racist" and said black colleges would consider retaliating by leaving the NCAA.

The SAT is used by colleges as a key indicator of the academic ability of school leavers. Fewer than 50 per cent of black children taking the test achieve a score of 700 – the new minimum to qualify for intercollegiate sport – whereas 75 per cent of whites achieve 700 or more.

Legal conundrum on what constitutes a prayer

WASHINGTON: Children returning to school in New Jersey after the Christmas holidays were surprised to find a new ingredient had been added to the school day – a one minute period of silence before the beginning of class to be used for "quiet and private contemplation and introspection."

Last week, however, the period of silence vanished as abruptly as it had arrived. The moment of quiet and private contemplation had generated a noisy and legal battle and confronted America's courts with the conundrum: when is a prayer not a prayer?

Organized prayer is outlawed to publicly-funded schools under a controversial Supreme Court ruling that it violates the constitutional separation of church and state. But is a period of silence a prayer? The American Civil Liberties Union claims that it is; the New Jersey legislature disagrees.

A definitive answer may eventually have to come from the Supreme Court itself. Meanwhile, a Federal judge in New Jersey has ordered the minutes of silent contemplation to be suspended pending hearings this week.

The ACLU's claim that it is unconstitutional. The complaint filed by the ACLU describes the New Jersey law mandating the period of silence as an obvious subterfuge aimed at bypassing the Supreme Court ban on prayer. Mr Richard Altman, the union's lawyer, said the ACLU had presented affidavits from pupils saying they believe they are being asked to pray during the minute of silence.

"If the purpose behind the law is not to reintroduce prayer, then what is its educational purpose or alleged benefit?" he added.

Mr Lawrence Marlman, a lawyer expected to argue the case for retaining the moment of silence, said the state legislature had introduced the law in a constitutional manner. He claimed the statute was neutral with respect to religious content.

But the most vulnerable part of the state's case may be the outspokenness of the legislature who pressed for the law to be passed. Several announced publicly that they hoped the moment of silence would be a first step towards reinstating prayer in public schools.

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Kenya/Irungi Ndairu

'Build campus or quit' warning

NAIROBI: The Kenya Government has ordered an American private university that has been operating in Kenya for the past 12 years to build a permanent campus or close down.

The United States International University (USIU) in Nairobi must also show plans for the revamping of its academic programmes or have its licence cancelled.

Mr Joseph Kamotho, Higher Education Minister, issued the order in a recent press conference in Nairobi, after receiving a damning report on the university from a study committee appointed by the government to look into the quality of education offered at the extremely expensive university.

It was chaired by Professor Philip Mbiti, the deputy vice-chancellor of the University of Nairobi. The members were drawn from the Ministry of Higher Education, the

University of Nairobi, and the Kenyatta University College of Education.

The report condemned both the academic and administrative structure of the USIU and urged the Government to cancel the university's licence if it does not show plans for improvement.

The academic degrees offered, mainly Master of Business Administration (MBAs) at postgraduate level and Bachelor of Arts at the undergraduate level, were also found to be unacceptable.

The Minister advised those going to the university that they did so at their own risk and that they would not be able to get a job with the Ministry as secondary school teachers due to the questionable nature of their certificates.

The university does not admit stu-

dents on merit to its programmes, it has no academic structure and no acceptable scheme of service for its staff. It hires 90 per cent of them on part-time basis from the University of Nairobi, Kenyatta University College and the Kenyan private sector.

The university, the committee found, was given 100 acres by the Kenya Government to build a campus when it started operations 12 years ago. But it later sold all the land except 3.8 acres.

Mr Kamotho has pointed out that the university was not being asked to close down but to regularize and justify its existence.

Observers in Nairobi do not expect the USIU to build a campus. Most expect it to close and shift to another African country because of the escalating cost of land in Nairobi.

India/A. S. Abraham

Further programme to promote girls' education

BOMBAY: The federal education ministry has drawn up another "special programme" to promote the education of girls in India. It offers free uniforms, full federal subsidies for giving women teachers housing, and non-formal education centres meant exclusively for girls.

There will be awards for schools with the most impressive enrolment and, more important, retention rates (the present drop-out rate for girls in primary schools is 65 per cent).

The programme is aimed, like others in the past, at reducing the present wide disparity between male and female enrolment and attendance at all school levels. Past schemes have offered scholarships for girls tied to their attendance at school, quarters for women teachers,

stipends for women enrolling in teacher-training courses, and full-time "school mothers".

Despite this, two decades after these incentives were first made available, the number of girl pupils in 1978-79 in the lower classes went up by only 1.6 per cent (as against a general increase of 3.2 per cent), and in upper classes by 5.1 per cent (as against an overall rise of 5.5 per cent).

In 1979-80, female enrolment in the lower classes was 55 per cent of the total number in that age-group, while in the upper classes, it was 27 per cent.

It is in the higher classes, that official efforts to improve female attendance have had at best a marginal impact.

Soviet Union/Kenneth Shaw

The West through Red-tinted spectacles

Right-wing governments in the United States and Britain are cutting education and social services to the bone, Americans are burning some of the country's best books and thousands of unemployed Britons are sitting at home watching pornographic films on their video machines.

This is the picture painted by Mr V Ostrogorski, a commentator on the Western scene, for the benefit of Soviet teachers.

In the teachers' newspaper, *Uchitel'skaya Gazeta*, Mr Ostrogorski asserts that in Ireland and North Dakota obscurantists have built public bonfires of the novels of Stelobek, Faulkner and Conrad.

Anti-war protests are rife with the number of protesters reaching record levels.

The rapid strides taken in the anti-war demonstrations in western countries would hardly have been

possible without the shining example of real socialism, asserts the writer. Which means, he says, Soviet socialism.

Going on to admit that even in Russia "we have problems", Mr Ostrogorski argues that the problems will be solved because the new Russian leader has positive ideas on disarmament whereas the American President has nothing but the false "zero solution".

Spain/James Connell

Call for more control of nursery schools

BILBAO: The Spanish Government is being pressed to accelerate legislation which will control the establishment and running of nursery schools.

Under the present free-for-all both public and private bodies provide places for 600,000 infants between the ages of one and six, the age at which their official primary school education begins. It is felt that there should be closer supervision of teacher qualifications, salary bases, and school premises. The lion's share of this often lucrative market is in private hands. An estimated 90 per cent of children between the ages of two and three attend private kindergartens.

A bigger percentage of four- to five-year-olds, nearly 60 per cent, attend public nurseries. Until now a nursery school could be set up like any other business without special regulations governing the welfare of staff and pupils.

Le these, many under-age babysitters look after a large number of children in return for minimal wages. Educators are sceptical of the standard of care and tuition in private centres.

Groups of local authorities, town halls and county councils provide a more reliable service under public supervision. Fees range from nothing for unemployed parents, to £60 per head including meals and transport.

Private centres are lush premises, offering a wide range of often questionable extras, can run to £150 a month.

Six hundred approved centres are currently eligible for state aid and many of these are recognized mothers' play centres to aid working mothers. In recent years non-profit making cooperative centres have become popular in which parents and teachers coordinate the running of the centres. Socialist sources estimate that 80 per cent of all children between the ages of four and five are receiving some form of organized tuition.

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Jah 21 20 1983

LETTERS

Evaluation problems are not unique

Sir - As former members of the Pre-school Evaluation Project (PEP) research team, we were interested to read Julia Haggdon's article (TES December 3) and Brian Jackson's subsequent response. The defensive tone of Brian Jackson's letter and its highly personalized stance obscure the important methodological issues of research practice which are involved.

The difficulties encountered over the evaluation of the National Children's Centre were not unique to it but were shared by a number of the projects studied in PEP. The original involvement of the Jacksons in the National Children's Centre

simply created an additional complication. The problems faced by the Jacksons were not the result of personal incompetence or lack of commitment - her work was, in fact, thorough and painstaking throughout, features acknowledged more than once by the entire PEP team - they were largely due to the original research design.

The PEP remit was to evaluate cases of "good practice" in the pre-school field in terms of the chosen projects' own aims.

Despite the danger in this initial conception of pre-emptive evaluation "jumping the gun" negative findings were regarded by all concerned as a possibility.

In the event, a number of draft reports were regarded by the director to require substantial editing because of their critical nature and because of objections from project personnel. The agreement within the team was that all edited reports would be shown to the author before further use or dissemination.

PEP, like other evaluation studies did throw up fascinating methodological and political problems which merit attention. It is to be hoped that any further discussion will be conducted in terms of these issues.

LYNDA HADDOCK
JEAN BARR
22 Doughton Grove, SE17

JMB results

Sir - I have been following the correspondence in *The TES* regarding GCE results in English Literature with considerable interest. In your issue of December 31 Mr K R Roberts refers to Joint Matriculation Board results in this subject and in "Talkback" Mr J F Bond also commented on JMB results in English Literature.

It will not surprise your readers when I say that assessment in English Literature is inevitably more subjective than in, say, mathematics or physics, a subjectiveness which probably extends to teachers' perceptions of their pupils' abilities as well as to marking by external examiners.

One must also point out that, whereas stability of performance can be expected over the examination entry as a whole, consisting of tens of thousands of candidates, similar consistency cannot be expected from year to year in individual schools with much smaller numbers, and even less with individual candidates, as some of your correspondents seem to expect.

As far as the willingness of examining boards to admit to errors of assessment is concerned, I was particularly surprised to note Mr Bond's self-confessed ignorance of the JMB's attitude to appeals. As the principal of a college which is a centre for JMB examinations, Mr Bond receives each year details of the JMB arrangements for dealing with enquiries into results. The 1982 leaflet included details of the appeals into 1981 results and stated that, in all, 124 grade changes were made at O level and 33 at A level the result of re-marking by chief examiners.

The operation of the JMB

arrangements is monitored by an Appeals Committee which consists almost entirely of teachers from schools which offer JMB examinations and any instance in which a school remains dissatisfied with the outcome of the reassessment and reporting procedure is referred to the committee.

Examining, particularly in subjects such as English Literature, is not such a precise mechanical process that all elements of variability can be removed but I can assure your readers that there is no reluctance on the board's part to deal openly and fairly with enquiries and appeals.

COLIN VICKERMAN
Secretary
Joint Matriculation Board
Manchester

Bizarre marking

Sir - Four letters appear in your issue of December 31 complaining of the "disgusting" and "bizarre" marking of English examination papers by various examination boards.

This is a state of affairs which has long existed. In 1965 I sat my O level examinations, and gained the lowest pass mark in English Language, but failed in history (always my favourite subject at school). Three years later my first article was published in *The Times Educational Supplement* I have since edited two books and written a biography of 500 pages which gained high praise from a reviewer in the journal of a learned society.

Are examination boards due for a drastic reassessment?

R DALBY
4 Westbourne Park
Scarborough
North Yorkshire



LOGO lessons: no experience worth sharing

Logoland

Sir - I am writing on behalf of the British Logo User Group. Our aim is to promote the use of LOGO as a thinking tool specifically within our educational system.

Increasingly, there is considerable interest in the use of LOGO and its allied turtle among colleagues in the teaching profession at many levels and we feel that we can learn much from each other during this period of development.

In order that we can share experiences effectively we have initiated the formation of the British Logo User Group. Membership is open to any interested party on receipt of

£7.50. In the first instance a small selection of informative and pragmatically useful material will be forthcoming. We envisage the regular production of a newsletter and an annual conference, the first is planned for September 1983 at Nottingham University.

Should any reader wish for more information or an application form for membership, please send a note to

PAM VALLEY
British Logo User Group secretary
c/o Jane Petty
Shell Mathematics Centre
School of Education
University of Nottingham
Nottingham

Damaging series

Sir - I hope this will be my last word on the BBC series *Kingswood*. In my opinion, and according to the weight of my correspondence this is shared by many other colleagues, this series has done irreparable damage to the cause of comprehensive education.

In some respects the headmaster of Kingswood has my sympathies, for as he stated recently in *The TES*, the films had many shortcomings, and he then went on to list these. It is obvious to us as professionals, actively involved in education, that the films were most unfair to the school but it was not unfair to the majority of the viewing public. I fear that what John Honey recently said in *The Daily Telegraph* is true and that

"Kingswood school in Corby, despite all disclaimers, will inevitably be taken as some kind of model for comprehensive schools."

I am one of those disclaimers, and one who publicly condemned the series recently on the BBC2 *Talkback* programme, although on voice in the wilderness. Professor Honey stated "What does come through as beyond dispute is that Kingswood is a caring school." I agree, but as one very experienced headteacher wrote:

"We have a reputation of being a caring school, but we have a reputation of being a caring school."

The series was in my opinion an educational catastrophe and greater influence should have been exercised despite the small print on the contract by the interested parties, the headmaster, staff, CEO, before its final release. I repeat what I said on the programme "Thank God my own school is not like that!"

DR J E MORAN
Headmaster
John Beddoes School
Preston

Tertiary loans

Sir - In your editorial of January 10 you wrote "It would be a wholly admirable move to create the introduction of loans with an increase in state funds for post-secondary students at present outside the narrow circle of maintenance awards." "Dread and admirable" - and you must know very well that there is not the faintest chance of this Government or any other administration making such a loan unless, of course, they were to introduce tertiary loans to go to Higher Education loans.

If your view that everyone should accept the principle of a loan system and wait "until the dust has settled" is published, I am happy to front your description of my views to last week's leaks as "judiciously premature" with all of the grace which your spirit of surrender and naivete earns.

NEIL KINNOCK
House of Commons
London SW1

Fixed terms

Sir - I am sure that there will be much support for the idea of fixed term contracts for heads, both within and without the profession. After all, anything that can be done to prevent or cure a school being weak or ineffective should be in good time.

However, I would like to add three observations. Firstly, if fixed term contracts for heads, then not for all teachers? It is not as good as, surely, that only heads are sometimes weak and ineffective?

Secondly, who decides whether head or teacher has his contract renewed? The staff, the pupils, parents, the local authority? On a profession that is difficult to enter in specific terms, and that of our problems, we must have our own methods of self-evaluation. But it is also a problem in that everyone else knows of, or even knows what is right or wrong, what we are doing, and so fixed term contracts are in fact a means to be clearly defined, and who is to make the judgment upon what criteria. The profession must press for a properly constituted general council.

Thirdly, I currently work in a school which has contracts and I assure you that the additional work that teachers are put under is enormous. For the last part of two of each three year contract teachers are worrying about whether they will be given another year or if not how they will face the search for jobs back in the Kingdom.

This concern must affect performance in their job which itself can lead to the non-performance of the school. And if this system of contracts becomes the norm, the chance would be taken that the school have of being offered a contract in another? Or what chance of being able to attract any staff who cannot find work elsewhere?

No, fixed-term contracts are not an electoral appeal, but they are a means to serve the interests of the school and the children. It is up to the profession to put out their own order, and the first step in that direction is for all the professional associations to make a united front to teachers' general council.

D W BRACHER
Headmaster
The Havel School
Berlin
DFPO 45

Letters for publication should be kept as brief as possible and sent on one side of the paper only. The Editor reserves the right to amend them.

Opting for scepticism

Sir - Could I strike a note of profound scepticism in the face of the article on the 14-18 pre-vocational proposals written by Anne Jones (TES, January 7).

Undoubtedly she is correct in formulating the fundamental question as to "whether we are talking about technical schools/streams, or whether we are talking about opening opportunities for a technological education to a comprehensive range of pupils in the secondary schools."

Clearly Anne Jones is very much in favour of the second option. However, the suggestions she makes for implementation take us much more closely back to her first option. She argues that she is "violently opposed to a reversion to a tripartite system, or even to a dual system" but then goes on to concede all sorts of problems in this respect within her own proposals.

Take for example the optimism of the phrase "no doubt parents will take some persuading initially that this is a valid alternative to the O-level way up. However, our experience is that parents and pupils are at last beginning to recognize the futility of the O-level chase and particularly of the O-level repeat fiasco."

If this is really a true statement then clearly Anne Jones's proposals are a working possibility. However, if it is an idealistic statement, and I strongly suspect it is, the proposals she puts forward could end up with precisely the reversion to the tripartite system to which she is violently opposed. In the last analysis it is a

question of judgment and I think in this instance she is wrong.

IVOR GOODSON
Mantell Building
The University of Sussex
Brighton

Sir - How ironic, that at a time when the collective wisdom of the educational world is moving schools towards a truly comprehensive curriculum in the form of a common core of educational experience with a much more limited option system, that your correspondent, George Crowther, should write in to stick Maurice Holt's justified criticism of the threat posed to this development by the new technical schooling system (TES December 24).

Mr Crowther seems to support turning the clock back to the old tripartite division which sought to identify children who were the so-called academic and those who were essentially "practically minded". In the same letter he quite rightly states that practical subjects have equal application to all levels of youngsters.

If he had any real understanding of the kind of curriculum development which Maurice Holt has pioneered and championed, he would realize that the common core curriculum does indeed place the practical subjects, however Mr Crowther would define these, on an equal footing with all other major areas of educational experience, by making them compulsory for all, something which the old grammar school certainly did not.

My own school, which has an 80 per cent core programme of studies for the 14 to 16-year-olds, includes an integrated Art Design course as an essential area of study for all students whatever their ability, for at least 10 per cent of the time available in the week.

Many pupils in the 20 per cent option time available voluntarily increase this sort of practical element to 20 or 30 per cent of their total time. This is done without unduly unbalancing their overall programme of studies and thereby leaving out other essential areas of educational experience.

Thus it is possible to pay attention to both verbal and non-verbal skills in a truly comprehensive framework. The segregation of pupils into technical school or streams by some, as yet undefined, means of selection, strikes a heavy blow at the progress which has been made in the development at my own school and others of a truly comprehensive curriculum which does put the needs of young people first, and has ample scope to cater for individual differences.

It also, I believe, seeks to undermine the whole principle of equality of opportunity for all, which the comprehensive system was set up to achieve.

M J J WOODWARD
Headmaster & Warden
Holworthy School & Community College,
Devon

Nursery classes

Sir - Your report on the DES statistical bulletin, "Teacher numbers fall for third year running" (TES, December 24), created a misleading impression of the number of nursery teachers being employed. Since the 1972 White Paper which advocated expansion in this area of education, almost all has been in the form of nursery classes or units attached to primary schools.

The IEA employs approximately 800 teachers in nursery schools and classes compared with the quoted figure of 174. Some other authorities whose provision for under-fives is mainly in nursery classes, will have comparable requirements.

In view of the deductions which may be made from the statistics the diminishing emphasis that colleges of education place on the 3-8 or 3-9 age group put on the early years in their training courses and in their teaching practice is predictable. We have found it difficult to persuade colleges of our need for well-trained teachers able to cope with the demands of the inner city nursery school and class.

If the statistics present such a distorted view of the number of teachers required in this authority, it would seem that changes should be made in the way such information is gathered and analysed.

MARGARET DAVIES
Senior Inspector for Nursery Education
Inner London Education Authority

Double-edged

Sir - IEA can't win, can they? On the one hand they are criticized for trying to discover, via a survey, why women are so under-represented in the teaching profession above scale 3 (TES January 7). (Presumably the 1,000 teachers, including myself, who've already returned the questionnaire, accompanied by a 3-line whip, can't have found it that offensive). On the other hand, they are criticized for not acting on the issue.

Surely it would be a useful conservation of energy to await the completion of the survey and the authorities' proposals for action before throwing the stones.

KATE MYERS
101 Great Portland Street
London W1



I don't know what it says but reading it makes teachers have Scottish accents.

Mundane truth

Sir - Your issue of December 31 included the comment that "a Northamptonshire teacher who killed rabbits during a rural studies class upset sensitive pupils, one of whom ran all the way home in the rain".

What actually happened did not include the killing of a rabbit in a classroom, neither did any "sensitive" pupil run all the way home in the rain. In fact the truth is more mundane as the boy in question returned home at the normal time.

M J HENTLEY
County Education Officer
Northampton

Off with the new

Sir - Two of your correspondents appear to have misunderstood Professor Martin's review of *Hymns for Today's Church* (TES, December 17). He is not objecting to the fact that something has been done, but that it has been done appallingly badly. He is certainly not being uncharitable, but rather generous in his use of the words "the McGonagall of our time", since the real McGonagall has at least a certain entertainment value.

However, it is reassuring to find that those of us who are not in need of a "twentieth-century option" or a "new relevance" are to be graciously permitted to go on using the older forms. One trusts that Lambeth Palace has been informed.

Ms Haemmerle is to be commended for the efficient way in which she has risen to every morsel of bait in David Lankesha's piece. The only thing that seems to have eluded her is the point of the story.

But, to end on a slightly more heartening note, may one be permitted

to say to Lucilla James: "Pull marks, for Getting it Right?"

JAMES LOCKEYER
70 Stapleton Hall Road
London N4

Just plain Mr

Sir - I am not writing to complain about Mr Clive Hewson's attack on my religious education textbooks in *The TES*, December 31. He is entitled to his opinion. But I am entitled to complain about his description of me as "the Reverend Hughes". The title, "The Reverend" or, more usually, "The Revd", is used on letters and postcards, on visiting cards and even, I suppose, on personalized toilet rolls. But it is never applied in any other way. I am Richard Hughes, or Mr Hughes.

I think Mr Lawton has made one of the points I made in my article very well. One really does need to know the conventions of Christianity if one is to behave properly in an English school.

RICHARD HUGHES
The Rectory
Waltham on Thames
Reading

Playing up

Sir - I was surprised and appalled to read the final paragraph of your Comment article (TES, January 7) entitled "Play Up and Get a Job".

Obviously, your correspondent had not researched his article. Large numbers of physical educationists are appointed to senior positions in physical education, headships and other important positions within education. Contrary to his insulting

description of the physical education teacher, most members of the profession have had to achieve a high standard of academic success. The writer is apparently unaware of the academic requirements of today's physical education courses.

ANDREW J PETHERICK
General Secretary of the Physical Education Association
102 Kings Cross Road
London WC1

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ROBERT HIRSTON



The introduction of full costs fees for overseas students in 1981 has meant an overall drop in foreign student numbers of about a quarter. But while the drop in overseas undergraduates has been about 18 per cent, it is in non-advanced further education (NAFE) where the effect has been most obvious with a massive 60 per cent reduction.

In 1976/77 there were 27,701 overseas students in further education but by last year this had fallen to 12,701 in England and Wales.

This is not entirely surprising. The first effects of the increases were always likely to be on those who came for one or two years of further education to obtain the qualifications to go on to higher education, whereas those already started in higher education continue to be subsidised to a certain extent.

But the drop in numbers of overseas students in NAFE has not been fully matched by a similar decline in HE, as many expected, because a different kind of student is now coming: wealthier students from countries where sub-degree level education is well-developed.

In official circles it is assumed that much of the decline in the number of overseas students in NAFE can be attributed to the closing of the loophole whereby overseas students staying in FE for three years could qualify as 'residents' for home fees and possibly even a grant for their higher studies. Unquestionably it is a factor, but the theory masks more than it reveals. For the fact is that non-advanced courses did and could still make a major contribution to the education of students from countries where technician level studies are unavailable or, more likely, inadequate. For every well-to-do Malaysian or Hong Kong student 'playing the system' to get the three year residential qualification for home fees there was at least one student from a less developed country learning a craft or preparing for higher studies, usually in the fields of business or science. While the re-definition of 'ordinary residence' accounted for many of the former group the full cost fees have virtually wiped out the latter group. Small wonder that Nigeria turned to Canada to provide the crisis education.

It is interesting to see whether the Government gives adequate recognition to the important role of non-advanced education for overseas students in the making of policy now being undertaken, whether, once again, this sector is left to its own devices with no encouragement nor the opportunity to develop its assets in education system (NAFE) which is possible.

It will be interesting to see whether the Government gives adequate recognition to the important role of non-advanced education for overseas students in the making of policy now being undertaken, whether, once again, this sector is left to its own devices with no encouragement nor the opportunity to develop its assets in education system (NAFE) which is possible.

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Passionate
care

ROBIN NEWMAN

backwater of education. There is a lot of progressive and enlightened work being done in the face of appallingly adverse conditions.

Most of us are pragmatic enough to see that these kids will never be accepted back into mainstream education and that the practical alternatives to what we offer are either the isolation of home tuition or a children's home.

Certainly there is a stigma attached to being labelled maladjusted. We are all (teachers and children) painfully aware of this. Robin Jackson's comments about firms which prefer to employ 'young people who have received special education' are laughably unrealistic and certainly in no way apply to maladjusted children. But if you are black and working class, what difference does another stigma make?

Perhaps another reason why special education, in maladjusted schools in particular, has continued, in the words of Sally Tomlinson, 'to act as a safety valve for normal schools' is

the sheer neglect of the whole lot of maladjusted by successive governments. The last substantial government-backed inquiry was the Underwood report in 1955 which established the principle of identifying a child from the mainstream because he may be 'developing in ways that have a bad effect on himself or his fellows'. But what about the Warnock report? The final diagnosis to tackle any of the philosophical issues surrounding the question of maladjustment. It simply restated the obvious. Namely that there is a group of children in our society who are and always will be the untouchables. No reintegrated for this group with special needs. Ms Warnock and Co certainly did not want to dirty their hands by looking too far under the less controversial needs of the children who more suitably acceptable boundaries to employ 'young people who have received special education' are laughably unrealistic and certainly in no way apply to maladjusted children. But if you are black and working class, what difference does another stigma make?

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The closed
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ROBERT HIRSTON

The introduction of full costs fees for overseas students in 1981 has meant an overall drop in foreign student numbers of about a quarter. But while the drop in overseas undergraduates has been about 18 per cent, it is in non-advanced further education (NAFE) where the effect has been most obvious with a massive 60 per cent reduction.

In 1976/77 there were 27,701 overseas students in further education but by last year this had fallen to 12,701 in England and Wales.

This is not entirely surprising. The first effects of the increases were always likely to be on those who came for one or two years of further education to obtain the qualifications to go on to higher education, whereas those already started in higher education continue to be subsidised to a certain extent.

But the drop in numbers of overseas students in NAFE has not been fully matched by a similar decline in HE, as many expected, because a different kind of student is now coming: wealthier students from countries where sub-degree level education is well-developed.

In official circles it is assumed that much of the decline in the number of overseas students in NAFE can be attributed to the closing of the loophole whereby overseas students staying in FE for three years could qualify as 'residents' for home fees and possibly even a grant for their higher studies. Unquestionably it is a factor, but the theory masks more than it reveals. For the fact is that non-advanced courses did and could still make a major contribution to the education of students from countries where technician level studies are unavailable or, more likely, inadequate. For every well-to-do Malaysian or Hong Kong student 'playing the system' to get the three year residential qualification for home fees there was at least one student from a less developed country learning a craft or preparing for higher studies, usually in the fields of business or science. While the re-definition of 'ordinary residence' accounted for many of the former group the full cost fees have virtually wiped out the latter group. Small wonder that Nigeria turned to Canada to provide the crisis education.

It is interesting to see whether the Government gives adequate recognition to the important role of non-advanced education for overseas students in the making of policy now being undertaken, whether, once again, this sector is left to its own devices with no encouragement nor the opportunity to develop its assets in education system (NAFE) which is possible.

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FEATURES

PRACTICE MAKES
PERFECT

Arthur Pollard wants stiff personality tests, a minimum 20 per cent failure rate and 40 week terms for teachers in training and regular stints in the classroom for those who train them.



Simulated classroom teaching at Bishop Grosseteste College, Lincoln

ingham? Medical students observe their own terms - why not teacher-trainees? With a whole term away and the third term truncated, there simply is not time for the history, philosophy, sociology and psychology of education, alongside the method teaching that must take place. Not only is much of this 'ology' stuff inevitably superficial, but it is also largely unnecessary.

If we jettison most of that, we are left with what really matters - professional studies and method. Three-fifths of the new teachers feel that they have not received sufficient instruction in teaching methods and the complaint was made that "all too often lecturers in professional studies fail to get down to classroom practicalities". It is precisely here that educationists need to look most closely at their performance. One college I know believes this complaint. At Bishop Grosseteste College, Lincoln, exclusively devoted, he said, to primary school training, and now wisely relieved from the threat of closure, there is a most commendable stress on real classroom experience. They have within the college simulated classrooms; and what is even more praiseworthy, they insist on student-presence in the classroom for considerable periods from the first year onwards. Better still is the extensive and concentrated demonstration-teaching actually done by the tutors. All that would seem modest enough in all conscience! We need, however, to go beyond the initial qualification. This should not be a licence for life. John Honey suggested some months ago in *The TES* (January 29, 1982) that we need

periodic re-certification. Failing that, there is the NAS/UWT idea that teachers' salaries should be banded and that progress from one to another should be judged by a testing practical examination. Another possibility, at least for the earlier years, is the limited-tenure contract, but let it be a real, and not merely a nominal, one. One-year probation is simply not enough.

What I would like to see for every young teacher, say, up to three years after qualification, is a properly designated supervisory teacher. Advisers making periodic visits are insufficient. However well they know it school, they cannot possess that knowledge of its general ethos and atmosphere that belongs to the residents alone. Practising teachers have to be more fully involved in the induction programme, initial training and final certification. Such teachers, however, must be acknowledged masters of their craft, a condition which would emerge through some such scheme as that of the NAS/UWT which I have mentioned.

Those who teach teachers are often criticised of being "refugees from the classroom". Professor Gerald Benham of the University of

Leicester has done some research on this and I am grateful to him and his research associate, Helen Patrick, for allowing me to refer to their work. Their enquiry was confined to university departments of education.

They received a 60 per cent response to their questionnaire with a total of 762 replies. Of that number of lecturers in departments of education just over a quarter (244) had spent less than five years in full-time teaching and no less than two thirds (503) had less than ten years. Of the 762 428 were method-tutors and a similar proportion (two thirds) had less than ten years' school experience. It was, however, gratifying to read that "method tutors tend to have longer teaching experience, particularly the science method-tutors".

A more disturbing statistic was that almost 90 per cent had last taught in schools before 1975 and nearly 70 per cent had last taught before 1970. For those who did not reply it may have been longer ago than they were prepared to reveal. With the present lack of mobility that situation must get worse. It is no reassurance to find that only seven per cent still do any regular teaching in their present post and that only 2 out of 762 held joint appointments committing them to concurrent school and university teaching. Can one imagine an effective teacher of clinical medicine who never practised?

For the continuity and health of a department of education there must be some permanent staff, but I think a number of radical changes are needed. There should be far more joint appointments. Far more practising teachers should be involved in the regular work of organizations concerned with teacher-training. Balancing this, some full-time teacher-trainees should be on limited-tenure contracts, with much more transfer to and from between schools on the one hand and university departments and colleges on the other. Moreover, members of such departments and colleges ought to be committed by their contracts to regular teaching in schools. With several of these ideas there may be administrative difficulties, but if the will is there, a way can be found.

I am concerned with excellence. They say that practice makes perfect. In the present context I think that that adage has a piquant appropriateness.

Arthur Pollard is professor of English at the University of Hull.

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FEATURES



Susan Isaacs died 35 years ago but her ideas live on in progressive primary schools says Charles Hannam.

Mother of progress

In the 1960s, American teachers came over by the plane-load to look at excellent British infant and junior schools. By then they had become outstanding and of course many still are. Good practice has become convention: what is less well known is how much it owes to Susan Isaacs' work.

In *The Children We Teach* she wrote, "... it is wise to observe the children's behaviour, not only in the situations organized by us in the classroom or the home, but also in their spontaneous play with each other when no adults are interfering. It is here that they reveal their inner minds, offering us new light upon their conduct in home and school."

Like the gentleman who realized he had been talking prose all his life we have absorbed the pioneering work of Susan Isaacs and her colleagues, incorporated it into teacher training programmes and inspectationally we have taken it to be "good practice".

The educational ideas put forward in *The Intellectual Growth of Young Children* (1930) and *The Social Development of Young Children* (1933) are landmarks in our thinking about our work with young people. They are still relevant to "progressive" practice in teaching and bringing up children.

psychologist to work at the Institute of Child Development at the University of London.

In the school she was known as Mrs 1 to the children and that is how she refers to herself in the detailed observations she kept of everything she and the children did. The pupils were recruited from Cambridge families, some of them were said to be "highly distinguished" academics and on a more egalitarian note others came from "ordinary" backgrounds like bank managers. Certainly most of the children were unusually able and Susan Isaacs admitted that she was happiest working with able children. But it must also be added that some of them were quite disturbed and disliking to the school. The ages of the children ranged from two to ten.

The handsome building which served as the school still stands in Malling Lane. There was space for music and dancing, a room where science and carpentry were combined; the children called it the "cutting up room" because biology was taught there. Mrs 1 then used the word classroom it might be more accurate to say that rooms were places where children and their teachers observed and learnt.

She wrote, "14.2.26. ... the cat had knocked over a cage of mice and the Daddy mouse was dead. The children looked at it and spoke of it, and spoke of its teeth, tail and fur. Mrs 1 then said 'Should we look inside it?' They agreed eagerly. ... They saw the guts, kidneys; liver, heart, ribs. Christopher asked to see the thinking part."

This entry well reflects Susan Isaacs' approach to the children and their education. The children would be allowed to take initiatives and then she as a teacher would help them to find out, to formulate concepts which were, whenever possible related to real experience. Malling House was not only an experiment in learning; living together and social relationships were observed. The assumption was that even quite young chil-

dren are capable of making decisions about their own lives. Meals were ordered by them and they could decide what they wanted to eat. It seems that they had lamb, mint sauce and peas for ten consecutive days and occasionally they forgot to order their meals and then the cook would just put out some fruit.

Mulling House certainly was not for children of all social classes and to us the living arrangements sound just a bit feudal. However, Susan Isaacs was no snob or elitist; her concern for children regardless of social background comes across strongly in her later writing about the education of children in all schools and evacuees during the war.

In the school, equipment, lay-out and the approach to learning was based on the work of Maria Montessori: the children should be supplied with specially designed educative materials, should learn from using them and should share their experience and expertise with one another. Active enquiry was to be stimulated in contrast with the more usual "formal" teaching. While the children were working together and reacting to one another Susan Isaacs and helpers were using shorthand to record activities and conversations. Her books were based on these notes as well as letters from parents and nurses. The school was her laboratory but she also appreciated the children for their uniqueness and originality - qualities which neither thrive or are appreciated in more conventional surroundings.

She wrote, "It is wise to observe the children's behaviour not only in situations organized by us in the classroom but also in their spontaneous play with each other when adults are not interfering ..."

She had few illusions about the limitations inevitable in her method. "What a child does for one person under certain conditions is no reliable index of what he may do for another person in another situation."

First and foremost, Susan Isaacs was a psychologist; her work and inspiration helped to raise the hope, or among some of us the illusion, that the clues provided by her research into the educational processes might bring about the Millennium in schools. It is possible to understand her influence because her writing is so unpretentious and easy to read. Thirty years ago the behaviourists and the psychoanalytical movement raised hopes and indeed helped to improve the art of teaching. It must be remembered that the children who provided Douglas with the evidence for his longitudinal study were born only two years before her death in 1948 and it was his study which provided us with firm evidence that social class was a factor in educational development.

Susan Isaacs' educational ideas must be seen in the context of a tradition of strict discipline and a sort of authority which was then accepted in most schools. She emphasized free choice and freedom in education. Her assumptions are still valid in the way the Schools Council and Nuffield Science projects have been planned. We have learnt that if we

The assumption was that even quite young children were capable of making decisions about their own lives

force our children into a mould, we may well produce a miniature adult. Outwardly he may appear to conform but he may well grow up with a screaming, furious child pent up inside him. In times of crisis this mode of destructive behaviour may emerge.

She was well aware that all children, and not just the so-called gifted and advantaged ones, have direct and active minds and are interested in everything that goes on around them. She found this pleasure in looking at things in evidence at the age of two and played an important part in their behaviour as much as their delight in stories and "make believe". While conceding that arts and crafts already played an important part in progressive education she believed that the child's pleasure and indeed the need for him to find out for himself, was neglected far too often. She feared that the emphasis on reading and writing might obscure the need for immediate experience and would become ends in themselves.

"I happen to be interested in everything that little children do and feel I am unable to accept the idea that anything that is true of children can be too shocking for adults to know. If a thing is true we should surely be able to hear knowing it."

This generous and honest demand for the child to be acknowledged as a person in his own right is not everywhere thought to be acceptable even today. Much energy in schools goes towards structure and control. Susan Isaacs' call for free expression, exploration and spontaneity are occasionally thought to be nothing but a trendy progressivism, quite unacceptable when there is the mythical belief that once upon a time there was good order and proper discipline in schools.

Susan Isaacs' school was a vantage point for the children in their efforts to understand the world and to learn to adapt to it. The constant struggles of too many teachers today who have to keep order, have to accept a lack of facilities, space and equipment have tended to diminish the possibilities for experiment and allowing the child to work at his own pace rather than the secondary school timetable.

She never argued her case beyond the limits of commonsense or safety. "The children climbed trees and ladders, used tools and handled matches far more freely and with complete immunity - partly no doubt because of careful supervision. One absolute rule was that no child should hit another or threaten with a tool ... rebellious souls who asked impatiently, 'Why do we have to wash our own things?' were asked 'Why not?' and there followed a discussion why this had to be done."

I stress this point because progressive education has too often, usually from a position of ignorance, been attacked for practices which never were allowed in the first place. Soundly argued principles have been wrongly or maliciously interpreted. No child at the Malling House was permitted to knock nails into piano legs or hit his teachers. Sexual exploration between children was observed and discussed in her books but the Cambridge rumour that a "pre-genital brothel" was run for the young seems a bit far-fetched.

Reading her accounts of the school's work, I am continually impressed how without formal structure but flexibility, learning and constructive work can happen. The cat, clearly a committed member of the resources team, brought in dead sparrows on another occasion.

"Dan said, 'Let's bury them.' The opinion in favour of cutting them up prevailed ... they counted the toes (sic) ... noticed the differences between feeders on breast and wings, the strength of wing muscles and commented: 'But of course it needs big muscles to fly with.' 'Has it got a penis?' When Mrs 1, who was a keen ornithologist, replied, 'No it is a female sparrow,' they said 'How do you know?'"

Her genius as a teacher lay in her ability to recognize our contradictory impulses and the fact that all of us, not only children, are a compact of tenderness and cruelty, that we have a desire to cherish as well as the wish to dominate and hurt. She reflected that we as teachers give children contradictory clues: tell them to be kind to animals and serve meat for lunch. Here a four-year-old: "Why do they kill stags? They kill them because they like to chase them. Why don't policemen stop them?"

Many conversations like this were recorded with care and they were the material which impressed Professor Piaget who visited the school. The excitement of her work is that she was able to join the Piagetian approach with the psychoanalytical discoveries of Melanie Klein.

The child, she argues, takes the parent into him and in his fantasies and is indeed the parent in him. This internal parent in fantasy judges and condemns, reproaches and punishes and does to us what we want to do to others. All of us who teach ought to hold on to this insight: "The educator should act for the child where the child cannot act for himself." This is not an easy proposition because it demands restraint from us as well as a sensitivity which can only come with experience, inner maturity and an educational system which bravely supports teachers who wish to experiment.

Susan Isaacs argued with an encouraging optimism that the child has a drive to morality. We do not create this but what we can do is to show the child how moral ends can be achieved in the real world. In other words, prohibitions and punishments should be avoided; instead there should be opportunities for achievement and discovery.

Charles Hannam is a senior lecturer in education at the University of Bristol.

FEATURES

COMPREHENSIVE PERFORMANCE

by Bob Doe

A survey of school leavers covering nearly every secondary school in Scotland reveals that where comprehensive schools have an established tradition of teaching the full ability range, without the most able being creamed off by nearby selective schools, they produce better average exam results than all other kinds of school taken together.

But some comprehensives produce much better results than others, even when the advantages and disadvantages of their intake are taken into account, and the spread of comprehensive schooling has done little to reduce the unequal spread of school success between middle and working class children.

The results of this survey, which claim to be the largest study of school leavers ever carried out in the UK, are published this week in *Reconstructions of Secondary Education*. They are based on a questionnaire posted to 20,000 former pupils in 1977, over 80 per cent of which were returned.

At that time about a third of the secondary schools in Scotland had been reorganized into what the authors regard as genuine comprehensives and this provides, they claim, a unique opportunity to compare selective and non-selective education.

Pupils in fully developed comprehensives performed better on average in the Scottish Certificate of Education exams than pupils in all other secondary schools, though the very ablest pupils did slightly better in selective schools.

But these findings need to be seen in the context of what may well prove to be the most controversial, and certainly the most distinctive, aspect of this research: the strict definition of comprehensive schools adopted and the rather broad category called "selective" schools into which all other secondary schools were put.

Only those schools with fully comprehensive intakes in 1970 and which had no selective schools in the vicinity which might have creamed off able pupils were counted as uncreamed comprehensives.

Into the "selective" category went every other kind of school: comprehensives with nearby grant aided schools (the Scottish equivalent to direct grant schools) and comprehensives that only began to take all-ability intakes after 1970, along with schools more obviously associated with selection: grant aided, independent and maintained selective schools.

The researchers claim that to lump together the uncreamed comprehensives with those comprehensives that may have had some of their most promising students selected out would be "unfair" in the real comprehensives: in fact only 17 per cent of the pupils in the uncreamed comprehensives came from middle class homes compared with 27 per cent of the pupils in the genuine all-ability schools.

But one of the results of this definition of comprehensive was that all the inner city comprehensives of Glasgow, Edinburgh and Dundee were excluded from the uncreamed category because there was at least one grant-aided school in those cities.

The researchers say Scotland in 1977 provided a "historically unique" opportunity to identify genuine comprehensives and compare them with other schools. The other major attempt to make such a comparison, the National Children's Bureau study of school leavers in 1974 "found evidence of substantial creaming of comprehensives and virtually no local authorities in England had reorganized all their schools on fully comprehensive lines."

The two categories used in the Scottish study were virtually indistinguishable in terms of social mix: 26 per cent of the pupils in so-called "selective" schools were from middle class homes compared with the 27 per cent from uncreamed comprehensives. "The researchers argue that, ... in terms of the best available predictor of attainment (social class), they were very similar. This does not necessarily mean that the two sectors were identical with respect to the pupils' ability or

other determinants of attainment; however, since both sectors represented an entire cross-section of residents in their respective localities, there are perhaps fewer *a priori* reasons for expecting one sector to have had more promising pupils on average than the other."

The average number of Scottish Certificates of Education (O grades and Higher) obtained by pupils in the uncreamed, "genuine" comprehensives was slightly higher (7.53) than the average in all other schools (7.15). The figures (table 1) are based on a one to 18 scale in which one equals no qualifications at all, seven equals one O grade (A to C), 8 equals O grades (A to C), 12 equals six or more O grades but no Higher, and 18 equals six or more Highers. The difference between the two groups of schools, then, amounts to less than half an O grade (A to C).

But comprehensives do appear to have a levelling effect in the distribution of qualifications. More pupils (35 per cent) in the uncreamed comprehensives got one more O grade than in all other secondary schools (28 per cent) and 6 per cent fewer got no SCE awards in the comprehensives.

This was not the result of comprehensives being more willing to enter doubtful candidates for O grades. That would have been expected to show up in a larger proportion getting D and E at this level but the figure (9 per cent) is the same for both groups of schools.

The percentage of pupils getting three or more Highers was slightly lower in the all-ability schools (15 per cent) than in all the rest (17 per cent). The researchers say the grant aided schools accounted for this difference. Only 14 per cent of the leavers from the other schools in the "selective" sector had three or more Highers, slightly fewer than the comprehensives.

Though the social class make up of both groups of schools was virtually identical, the working class children did better in uncreamed comprehensives than in the other schools (Table 2). Children from middle class homes, on the other hand, did better in the other group of schools. In the all-ability schools the gap between the classes on the same 18 point scale was 4.4 points, only three quarters of the 5.7 point gap between the social classes in the other schools.

These lower levels of class distinction in the comprehensives were, however, already apparent to some extent in these schools before they became comprehensives. Exam results in 1972, 1970 and 1963 showed that even before secondary reorganization these two groups of schools were distinguishable by the different

success rates of working class children (table 3).

Many of the uncreamed comprehensives grew out of the omnibus schools that existed in many Scottish towns before reorganization. In these schools there was already a well established tradition that pupils of all ability from the area were taught under the same roof, albeit in streamed classes usually. Obviously, these omnibus schools were the easiest to reorganize as comprehensives.

The researchers comment: "The relative equality of opportunity in the comprehensive sector was not the result of reorganisation, but was a continuation of the equality already established by the omnibus-school tradition. Moreover, this tradition has involved much more than a particular mode of selection of pupils. It implies an interdependence between the school and community and the kinds of social relationship found in each, and in practice."

Table 1 Percentage of school leavers obtaining Scottish Certificates of Education

	uncreamed comprehensives	all other schools
5+ Highers	7	8
3 or 4 Highers	8	8
1 or 2 Highers	10	8
5+ good O's	7	6
3 or 4 good O's	10	8
1 or 2 good O's	18	14
D or E awards only	9	8
No SCEs	31	37

Table 2 The average SCE score obtained by children from working and middle class homes

	Uncreamed comprehensives	All other schools
All leavers	7.5	7.2
Middle class	10.0	11.6
Working class	6.6	6.8

Table 3 The difference between the average number of Highers passed by middle class and working class school leavers with at least one Higher pass

	Schools which became uncreamed comprehensives	All other secondary schools
1963	0.01	0.35
1970	0.07	0.80
1972	0.24	0.66
1976	0.49	0.93

It implies a particular kind of community, typically a small town. All this means that comprehensive reorganization will not necessarily bring about an equivalent transformation in the areas not previously affected by the omnibus tradition, and especially not overnight.

Table 3 also shows that class inequality, though consistently lower in the schools destined to become comprehensives has increased substantially in all schools in terms of the number of Highers obtained by middle and working class children since the early sixties. The proportion of school leavers from working class homes with no Highers also in-

creased between 1962 and 1977. But this widening of the class gap occurred before comprehensive reorganization and cannot therefore be attributed to that, the researchers say.

Truancy and corporal punishment were slightly lower in the uncreamed comprehensives than in all other schools taken together (table 4). But these small differences disappeared almost completely when the inner city schools were excluded.

Reconstructions of Secondary Education by John Gray, Andrew McPherson and David Roffe published this week by Routledge and Kegan Paul price £7.95 in paperback.

EFFECTIVE

Some comprehensives are much more successful than others in public exams. Even when the relative advantages and disadvantages of intake are allowed for, the authors of *Reconstructions of Secondary Education* found in the 69 uncreamed comprehensives they studied, just over half the leavers got one or more good (C or better) passes at O grade. But the variation between these schools was very large indeed.

At one school 96 per cent of the leavers got at least one good O grade whereas at another only 14 per cent did. Even between comprehensives serving the whole ability range in their area, however, there can be considerable variation in the social make-up of the intake. In one of these comprehensives, for instance, over 80 per cent of the leavers came from middle class homes whereas in another less than ten per cent were.

Gray, McPherson and Roffe found that more than three quarters of the variation in achievement between schools could be explained by the advantages and disadvantages of their intake, but some schools, nevertheless did considerably better - or worse - than would have been predicted from their intakes.

In the comprehensive most effective in overcoming disadvantages of intake 22 per cent more leavers got O grades than would have been expected on the basis of the intake. Similarly, at the school apparently least able to make the most of its intake 25 per cent fewer pupils got O grades than would have been expected.

The survey also revealed other differences between the comprehensives. At one 80 per cent thought their last year had been "worthwhile", but in another only 28 per cent thought the same. At one comprehensive over a third of the pupils (37 per cent) claimed to have truanted for "several days" or "weeks at a time" during their last compulsory year at school whereas in another none of the pupils reported truanting. On average, 12 per cent admitted to this sort of truanting.

Half the former pupils of one school reported that they had been belted "often" or "quite often" and on average 15 per cent claimed to have had his corporal punishment. In several comprehensives, however, no one claimed to have been hit in this way.

Looking at the link between effectiveness in exam terms and these other factors, the researchers found the quarter of schools most effective at getting exam passes for any given intake had at least 7 per cent fewer truants than the least effective school. At least 13 per cent more of the pupils in this most effective group thought their year worthwhile.

But the schools most effective at hoisting exam results were not always the best at reducing truancy, suggesting the researchers say, that school effectiveness may be more complicated than some other research has suggested. The Rutter study of 12 inner London comprehensives concluded that there appeared to be a "tight ship" factor operating in the most successful schools; that those best at getting exam results regardless of intake also had lower rates of truancy and better behaviour. The authors of *Reconstructions* contest this theory.

The research also revealed considerable variations between the effectiveness of schools associated with neighbourhood or local authority. The established comprehensives which until local government reorganization had been administered by one local authority until 1975, over eight per cent more pupils got good O grades than would have been expected on the basis of their intakes. In another unnamed, pre-1975 authority, more than eight per cent fewer pupils got good O grades than would have been expected on the basis of the intakes of these comprehensives.

LESS EQUAL

There is a large and constant inequality in the educational opportunities enjoyed by middle and working class children, this survey of Scottish schools concludes. Claiming to be the first study of post-war trends in educational equality in Britain, *Reconstructions* compares a sample of Scottish school-leavers in the early fifties with the sample of 1977 school-leavers.

Over that period considerably more pupils from both middle class and working class homes stayed on as school and the percentage going to university doubled from four to eight per cent. But by the end of it children from middle class homes were still over six times as likely to get a university place and over four times as likely to be on advanced and degree level courses as those from working class homes, the researchers say. In the post war period, "... inequalities have been consistently large and in almost all ages larger than class differences in measured ability of the age of 11 years would predict."

Though they found it difficult to make direct comparisons over this period because some of the courses and qualifications had changed, the conclusion: "The general level of class inequality in Scottish education has remained remarkably constant since the war."

One Scottish folk image given a "sharp knock" by this research is the "lad o' pairs", the young person of talent, often from humble origins, supposed to have been helped up the educational ladder into professional life by some special features of the Scottish education system.

"Scottish education since the war has been neither meritocratic nor equal", though it may have been more so in some rural areas and small towns where this image was created. And the researchers call into question the benefits of educational expansion which has the effect of making qualifications less exclusive and therefore less valuable.

School leavers in the survey with no qualifications were at a considerable disadvantage both in terms of their chance of getting a job and the sorts of jobs they got. Those with no exam passes were over four times as likely to be unemployed as those with five O grades or more. Even those with just one or two passes were twice as likely to be employed as those with none. Those with no qualifications were twice as likely to have truanted while at school. But those with no SCEs who truanted were no less likely to find jobs on leaving school than the unqualified who did not truant. But they were less likely to have those jobs still nine months later.

Kevin Crossley-Holland on parallels between our industrial revolution and that of Japan

In his new *Life of John Milton Wilson* uses his very considerable abilities as a novelist to illuminate the life of the poet. The result is a biography which in no sense supersedes W. R. Parker's massive documentary life (also published by OUP), but offers instead an ex-

But unlike these writers, Professor Hane's

No; I would rather have them transported . . . they are liable to have their fingers cotched and to suffer other accidents from the machinery; then the hours is so long, that I have seen them tumble down asleep among

This well-ordered and deeply disturbing book makes a notable contribution to our knowledge of Japan's "modern" century, and it is distinguished over and again by its courage and self-sacrifice of its subjects. After being beaten up by the foreman for taking time off work for illness, a 16-year-old girl (already a veteran in a silk plant) committed suicide by jumping onto a giant waterwheel in the Tenryu River. Before she did so, she wrote a note to her parents: "I am sorry that I have not yet been able to repay the debt owed to the company. Please forgive me for being a disloyal daughter, but my body is no longer of any use. Good-bye."

But how do they go about the visual history of the ways in which we see nature? Basically by presenting potted visions of different epochs. Potted Vision No 1: Netu-

David Martin reflects, more in anger than in sorrow, on Channel 4's 'flagship' science programme

The quietessence of the whole technique of misrepresentation becomes clear with POTTED VISION No. 3: the tale of the survival of the fittest in nature and in society, a

It so happens that Landseer was painting his scenes of animal fury 40 years before the *Origin*, so he would have been better used to provide a splendid "contradiction" to Wordsworth. Malthus, with even more perverse precocity published his *Essay* in 1798, and would thus have allowed a really startling "contradiction" to Wordsworth's Lyrical Ballads, published in the same year. A

"ignorance, madam, sheer ignorance," said Sir Johnson, explaining a mistaken definition. But ignorance is a necessary, not a sufficient, explanation for this sequence of visual misrepresentations. Behind it all lies a radical decontextualization and contempt for date and time. How could the "ignorance" of the artist be "marking" his [sic] view of nature? and claim to shed "fresh light" on Elgar or Lindseer. How could they link Marie Antoinette, Boucher's "The Swing" and Handel's "Acis" together under the heading "A Romantic view of nature"? The explanation be that like whole thing was put together by a feminist work-a-day of "gender" thereby to support the excellent feminist cause by a principled refusal of "hard" fact! Whatever the explanation, an advertisement for Paul Masson wine is not only comparatively objective and educational but pays the minimum respect due to the public mind.

Gordon Campbell on "the best short life of Milton currently available"

ordinarily well-written account freed from the constraints of having to evaluate every shred of evidence. Thus he creates a splendidly evocative image of the Countess of Derby for example, by describing a visit to the church in which she is buried. He pushes open the door of the church, surveys its fabric, and finally allows his eyes to settle on the tomb of his countess. One of the three figures at the base of the tomb is Lady Anne, daughter of the Countess and wife of the Earl of Castlehaven. This detail loads Wilson to the Castlehaven scandal. The significance of the trial and execution of the Earl of Castlehaven: for an understanding of *Comus* has been explored elsewhere, but Wilson has forged in manuscript accounts of the trial new details with which to entertain his readers: we learn, for example, that the noble lords ruminated over the vexed question of 'whether it were to be accounted burglary . . . without penetration'. The trials of eminent persons for sexual offences are even today of

On some occasions agreeable but unfounded speculations are hardened into facts: there is no evidence that Milton had helped to

In spite of these local errors, A. N. Wilson has written a fine life of Milton, one which I shall be pleased to commend to anyone for whom Parker's much longer work is unsuitable. This is the best short life of Milton currently available; it is well printed and reasonably priced.

Hall's earlier experience of dramatizing Dickens - *Great Expectations* - presented him with different problems. While *Warrior* tells us why, *Great Expectations* is "so often" constructed that you can't extract a character from it or it will "collapse." *Dombey* is "more difficult" and also contains "some of Dickens' best and worst writing" and he "had no compunctions about cutting the latter. As for cutting characters, he has made some wise decisions - the sinister Mrs Brown's name - dramatic damage Alice has done - save the villainous Carstone's ill-used brother and sister, and Dr Blimber. Academy. Captain Cuttle's term

Lynne Truss on adapting Dickens for television

Cariker's most evident chameleonism is to the dramatist rests in his belief that the novel is a crime. He presented in the novel, Northrop Frye remarked, "a set of teeth" Cariker barks at the dramatist "bristling" own sometimes too often, it must be admitted; and yet to ignore them is to adapt would be perversely to be faithful. Hall says, "They're there but they're not much that much on Paul Darrow, who plays Cariker, resisted the temptation to be "all teeth and not enough menace" and settled on a humorous, empathic grin which is most effective. A similar problematic feature of Cariker highlights another of the dramatist's responsibilities: whereas Dickens would loudly announce at the

Julian Glover as Dombey

As the first episode last Sunday has shown, this is a sensitive production, well paced and well acted. The studio and location scenes are well integrated and there is a good use of sound effects and music (by Dudley Simpson). A charming scene in this Sunday's episode, in which Captain Cuttle (Emrys James) visits Sir Gills and Walter, shows both the effect of the cackling of sheep outside underlines Walter's desire to go to sea, and then inspired jolly Roger music introduces Captain Cuttle and the congenial atmosphere associated with him.

At what audience is the classic serial aimed? Barry Letts says that children of about ten should always be able to understand and enjoy the serials, but is emphatic that they are not children's television. Hall says that the audience should not be underestimated: experience has shown that viewers watch popular serials critically, and with particular keenness to anachronisms.

With *Dombey* and *Son* he has set a trap for them; if anyone challenges Mr Pipchin's pronunciation "she doesn't like it, Mr Dombey, she must be taught to jump it", he will gladly direct them to its appearance in Dickens's text.

Ralph Berry on two new studies of Shakespeare's stagecraft

In choosing her theatre, Ann Pasternak Slater seeks to counter a dangerous half-truth of the contemporary stage, that Shakespeare plays are open to vast diversity of interpretation. So indeed they are. But Shakespeare's licence to directors, though very great, is more circumscribed than is generally understood, and we do not read his instructions

The formal stage directions are much better known. Often, authorial stage directions can be distinguished from those of playwrights, bookkeepers, Shakespeare himself, others. Enter Anthony, Cleopatra . . . with Enquias Jan-
ning her. Rightly, Ann Pasternak Slater ex-
tends her coverage to the Bad Quartos, now
getting a better press. Her *Hannet* illustrates
the version of "To be or not to be" is nearly
algebraic; the memorial reporter probably
Marcelus is just dead; *Wings* is probably

The main categories here include stage position; taking by the hand, knocking, kissing, weeping, and silence. The author regrets the omission of chapters on sound effects and lights, to which I would add one on fighting and violence. The treatment is generally well-judged, though it is not true that "Shakespeare ondonws silence with absolute value. How could he? At most times this stage company people saying nothing, and this silence has infinitely various shadings. Antonio, at the end of *The Tempest*, is presumably negative. Properties point to the book's strength and weakness. Somewhat puritanically, the author insists that "Properties for mere spectacle are degenerate drama," which seems hard on *Henry VIII*. But she likes properties with demonstrably symbolic values. There are helpful accounts of the disguise/nakedness motifs in *King Lear* and *The Tempest*. The later chapters move (via costume and properties) towards "the conflict of life between the theatrical and linguistic in Shakespeare's work." This forebodes another book, growing out of this one but imperfectly separated. I wish the author had concentrated on rounding up the best evidence for many of these

directions:
 "Parsy," "Drum afar off," "Alarm afar off,"
 "Another alarm," "Alarm, continues afar
 off," "Alarm, as in battle," "Flourish
 Alarm," a long flourish; They all cry Mar-
 tials!
 "What," asks Lilyd Evans, "could be more
 evocative of the rhythm of war, the surge
 and flow of battle skirmish, the sharp
 affect, the long finally? Here, we might say
 is *Carolingians* in production, or the king
 and it is William Shakespeare's own produc-

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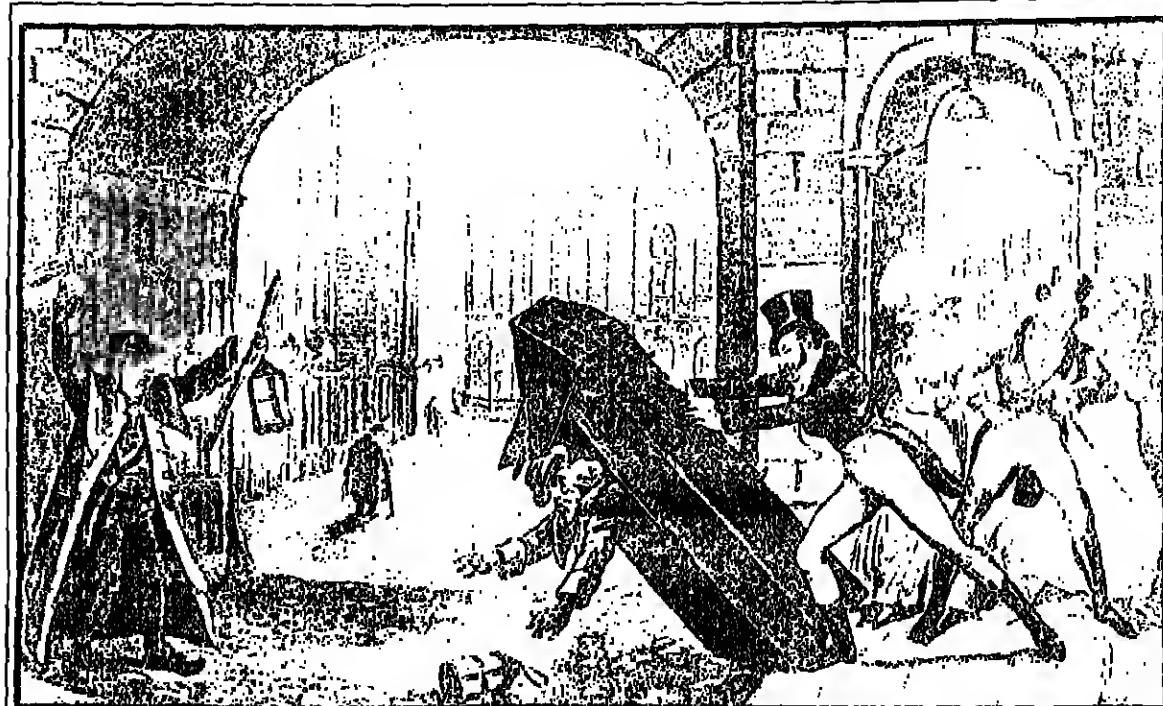
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BOOKS



"Tom Getting the Best of a Charley", by Isaac and George Cruikshank: from the book reviewed here

Dying game

Thieves' Kitchen. The Regency Undersworld. By Donald A. Low. Dent £8.95

Looking for a proper Charlie, I had thought, was modern forensics slang. No: the Charleys in question were eighteenth century proto-police, famed for their criminal ineptitude. Tom and Jerry, I have assumed, must have come from California. Well, not quite: two gentlemen of the same names were protagonists in a wildly popular Regency saga which drew its current events much as

Anyone for Denzil? does today. *Thieves' Kitchen* is rich in incidental details of this sort, but it is its quality as a social portrait which makes it hard to put down. Metropolitan low life was probably never more colourful, more exhilarating or more appalling than under the Regency: Donald Low's elegant book does its subject full justice, drawing on an unusually wide variety of literary sources, and leaving no abyss of suffering or depravity unplumbed.

Those elements fused most poignantly, or course, in the young, over

whom the gallows loomed as over their elders, and to which it was a matter of honour to succumb with style. "Dying game", the boy-criminals called it, when you were turned off in stolen livery, with contemptuous nicks, and with your admiring friends all round you. "Flash houses" - part pub, part brothel, part mort for stolen goods - were where "boys on the cross" dwelt, some not even into their teens, together with their prostitute-mistresses. Fagin's kitchen was in full swing long before Dickens's day.

Adult thieves, Low suggests, have not changed much: even then they were changing number plates and treating "game" ships waiting on the Thames as they now treat warehouses at Heathrow. Bent coppers have changed: a favourite trick then was to decoy the unwary into committing capital crimes to which there were hundreds and to pocket the "blood money" they automatically received.

One of the book's most gruesome sections deals with a species now happily extinct in these islands: "resurrection-men", who kept the

teaching hospitals supplied with freshly pilfered bodies (or, in the case of Burke and Hare, freshly murdered ones). At that time the law decreed that only executed criminals could be dissected, thus reinforcing the public's natural horror of surgeons. Low tells the tale of a prominent surgeon called Hunter and a genial giant called Byrne. Hunter let it be known that he wanted his skeleton as a medical curiosity, and followed him about; Byrne let it be known that he very much disliked this idea. Byrne died; Hunter acquired his remains and boiled them. Byrne's skeleton is still on view at the Royal College of Surgeons.

Low ends his study cheerfully, with gambling and a gallery of magnificent rogues, some dying grandly on the scaffold, others expiring in a more leisurely manner in Châlets, Bruges, or Dieppe. For in this, as in many other respects, the Regency was less the dawning of a new age than the flamboyant climax of its predecessor.

Michael Church

Beyond the horizon

The World Encompassed: The First European Maritime Empire, c 800 to 1650. By G. V. Scammell. Methuen £14.95. 416 pp. 262 illus.

This book is fascinating, learned and unusual: also good value for its size and attractiveness. It is not a history of early explorations nor simply a tale of techniques. More originally, it is a comparative exploration of how the main exploring communities of medieval and early modern Europe looked beyond the sea's horizon, and why they acted differently from each other. The nine chapters deal in order with the Norsemen, the north German Hanseatics, the Venetians, the Genoese, Portugal, Spain, Holland, France and England.

Geoffrey Scammell, Cambridge don, has long been expert on medieval shipping among other things, and might easily have offered a history of maritime skills. But he has chosen a different line, first focused on Jerusalem, grew in scale and clarity till at latest by 1650 men of education could contemplate an earth we too would recognize. There are branch-lines in this book - subsidiary stories and explanations - but at the centre are two problems: the psychological daring which drove men differently on, and the material contrasts of aim and

achievement in the sea-borne empires they built. We all hear about greed-cum-enterprise; we don't always understand about strain. Sea-captains, even Columbus, sometimes had nervous breakdowns.

For those who distrust psycho-history there are great problems of historical contrast to ponder, only to be hinted at here. There are the Norse social migrations, the trading passion of the Hanseatics who did not want territory, and the plutocratic mastery of the Venetians and Genoese. The Venetian section is perhaps a little short on the European background, but Genoa is well drawn as a medieval Hong Kong. The Portuguese seem conscious imperialists but notacists. Spain is the biggest puzzle: an empire growing vast and fast, lusting for silver, virile, cruel yet productive of some tender consciences on the rights of subject peoples. The French are dismissed quickly. As to the Dutch, Raleigh said they cured only for profit and were not gentlemen. He could talk. The English with all their advantages appear with Drake as their prototype: a brave leader of his men, a fundamentalist protestant who enjoyed reading Foxe's *Martyrs* to Spanish prisoners, but at base an ill-educated thief from a nation of privateers. It is a splendid, dangerous book, full of detail and hot with temptation to ethical musing.

Robin Du Boulay

Observing deprivation

Continuities in Childhood Deprivation. By J. Ewen and P. Wedge. Heinemann Educational, SSRI DUESS Studies in Deprivation and Disadvantage. £13.50.

Sir Keith Joseph cannot be said to be numbered among the leading contemporary enthusiasts for social science. Indeed, anyone picking up a book on "the cycle of deprivation" might be forgiven for supposing that it would be about Sir Keith's policy towards the Social Science Research Council. In fact the reference is to a series of studies engendered in the now famous hypothesis put forward by Sir Keith in 1972 that such a cycle rolls on through the generations to produce and reproduce "social problems" for families, teachers, policemen, social workers, and Secretaries of State. It is a common-sense hypothesis, supported by a wealth of example from anecdote and folklore. That social science shows it to be wrong ought to have salutary implications for ministerial attitudes.

This is a useful book from a worthy organization - the National Children's Bureau - which exploits the longitudinal study in order to answer questions about child development and, incidentally, to provide the contemporary history of a generation. But it must be said at once that Miss Ewen and Mr Wedge have not directly and comprehensively tackled the central Joseph hypothesis. That task was undertaken by Rutter and Madge (*Cycles of Deprivation*) and the series of studies sponsored by DUESS and SSRI to which this book belongs. Nevertheless, what it does do does well - the documentation of continuity and discontinuity of deprivation among children who were born in 1958 between their eleventh and sixteenth years, and the correlation of those conditions with educational attainment.

The conclusions are clear. Discontinuity even over this short cycle outweighs continuity: only one-third of the disadvantaged 11-year-olds were also disadvantaged at the age of 16. So we have yet more confirmation that Josephian common-sense is not sense. The corroboration with educational performance is, in the other hand, an equally strong endorsement of common-sense: dis-

advantage goes with poor progress and the more the more.

What is most interesting about this book is its method. Longitudinal studies are apt for the testing of hypotheses about life cycles, but any rate they are, like the old adage, you have the patience and the fact to follow a birth cohort through and describe its experience. A common-sense survey necessarily gets only a snapshot of people at a point of time. Of course, it is possible to reconstruct history by asking retrospective questions, but arranging the answers into a sure birth cohort. But this also involves both unreliable data and hazardous inference. For example, the 11-year-olds and 16-year-olds such a snapshot study are merely different people and their experiences at a specified age have to be at different periods. The longitudinal study retains the same people, gets rid of the period effect, but the cost of waiting for the results.

Nevertheless, it is asking a great deal of patience and the release of public funds for research to be the monitoring group until it answers to the Joseph hypothesis yielded up: for it means piling up the children and even the children's children of the original cohort. Perhaps that is too high a price for complete certainty. It is surprising, then, short-cut longitudinal methods are subtle with their less certain findings. Alternatively, as here, only a intra-generational cycle is covered.

In one sense this book is a follow-up to Wedge and Posen *From Birth to Adulthood* - a study which in the 1958 birth cohort at age 7, earlier book defined deprivation with reference to family size, housing, and income. Ewen and Wedge use the same definition. Different definitions would give different results, but not, I suspect, different conclusions. Ewen and Wedge add no unresolvable claims for their more painstaking in following the details of the three elements (large family, poor housing, and low income). They then go on to a careful and orderly exposition of the educational experience of the ordinary and disadvantaged children. Social science is an improvement on common-sense. A H Halse

Thought provoking

The Mind's Eye: Fantasies and Reflections on Self and Soul. Compiled and arranged by Douglas R. Holdstock and Daniel C. Dennett. Pelican £5.95. 0 14 00 6253 X.

The Origin of Consciousness in the Breakdown of the Bicameral Mind. By Julian Jaynes. Pelican £6.95. 0 14 02 2305 3.

When you are out there moulding your minds, do you ever stop to consider what kind of material you are moulding? Perhaps one ought not to think about it too much - one hardly needs to have read Sartre to recognize that to adopt the standpoint of even a single other threatens one's own identity. A classroom-full of them can be a rich source of angst.

What is this subjectivity, so familiar and so fragile? Guy the gorilla and eyes like us, and knew a peanut when he saw one. Dennett points out that even a lobster has a sense of self; when it is hungry, it is itself it feeds, and it will not eat its own leg. We are confident nevertheless that consciousness is something unique to *homo sapiens*. What exactly this consciousness is is the question. *The Mind's Eye* asks us to explore. The two leading themes of the book are closely linked. We know a good deal about how the brain works. Like a computer, it is a vastly complex organization of simple elements. One question, then, is

this: how is what goes on at the level of neurons and synapses related what we actually experience? Some philosophers of mind say that mental processes are identical to brain processes, others (more obscurely) that they "supervene on" them. What this means is brilliantly illuminated by a piece which Holstadter borrows from his earlier book, *Gödel, Escher, Bach*, and which shows how, although an untill in a sense identical to the ants of which it is composed, it can display an intelligence far greater than that of any ant. The other is: could we ever say that a computer, however complex, was conscious? If all that matters is the organization of the elements, and not their nature, then it seems we could.

The aim of *The Mind's Eye* is to prove that the philosophy of mind can be fun. As practised in English-speaking universities today it certainly is not fun, and it is with disappointment that one discovers that all the authors' efforts to dredge their material in a syrup of gee-whizz populism fail to conceal that it issues largely from those same universities.

Perhaps we are mistaken in instinctively identifying consciousness with self and soul. One of the merits of Julian Jaynes' otherwise eccentric book is to suggest that consciousness (generated, he thinks, by the pervasive role of metaphor in our language) came late on the human

scene, and is not essential to intelligent activities even now.

This argument has two main props. The first is the discredited thesis of Frankl and Sully of the Homeric man as a puppet of the gods. The second is the fact that the zitherphone (often heard voices, a phenomenon made possible, he thinks, by the existence of a reduplicated speech-centre in the non-dominant hemisphere of the brain. On this basis he constructs a radical reinterpretation of the prehistory of civilizations of the Old and New Worlds. The mind of early man was not composed of two parts, one non-conscious and devoted to carrying out the orders issued by the other, in which he heard the voices of the gods (who were in fact defunct dead kings). The mind only became unitary and conscious when on the one hand the voices became too many, and on the other the increasingly complex tasks of undertaking required a more unified response.

It would be insulting to compare Jaynes to Voltaire or even to Diderot; nevertheless, like them, he has a regrettable tendency to believe that if one has shown something is possible, one has shown that it is the case.

Keith McCulloch

Original flavour

The Anglo-Saxon World. Writings Translated and Edited by Kevin Crossley-Holland. The Boydell Press £9.95. 0 85115 169 8.

Recently a Cheltenham school-teacher was enthusiastically describing to me a reading, by the late J. R. R. Tolkien, of the first 50 lines of *Beowulf* in the original. At that moment, I wished that students would more readily accept Mr Crossley-Holland's point that "[Anglo-Saxon] society and [its] quite extraordinary cultural accomplishments will always have a... fascination for us".

The author of this selection of translations from Old English (plus some contemporary Latin) is no newcomer to the art, and his text admirably captures the flavour of the original. Here, however, he lets the Anglo-Saxon world speak for itself by interspersing imaginative literature and documentary material in such a way that "Heroic Poems" are balanced by "Laws". *The Anglo-Saxon Chronicle*, by "Elegies", it ranges from Ælfric's stately, sincere and tender" tones to Bald's remedies for the over-sexed and impotent; blunt advice against female loquacity ("eat a radish at night, while fasting; that day the chatter cannot harm you") contrasts with the plangent voice of the Elegies and the ritualistic high-points of Anglo-Saxon tragedy.

Then the wogon was laden with twisted gold, with treasures of every kind, and the king, the old battle-warrior, was borne to Wharfedale.

Then, on the headland, the Geats prepared a mighty pyre for Beowulf, hung round with helmets and shields and shining mail.

The book's arrangement thus clever-

ly emphasizes the integrity of Anglo-Saxon thought and imagination. Alfred's desire "to live worthily while I was alive and after my death to leave to them that should come after me my memory in good works" balancing Ælfric's epitaph: "He was the kindest, the most gentle, the most just to his people, the most eager for fame."

Even the sober prose of the *Chronicle's* battle-accounts somehow reflects the impassioned heroism of the verse of *Maldon*. The unity of the culture becomes self-evident.

The arrangement of the texts is thus original and highly successful, and brief introductions to each set of texts and some judiciously chosen illustrations of Anglo-Saxon artefacts complete the sheer delight which the book gives. To read the works in the original is the greater pleasure, but this must be the next best thing.

Admittedly, it has not been possible to do justice to alternative readings in, say, *Wulf and Eadwacer*, but Mr Crossley-Holland finds his way expertly enough through the critical jungle which surrounds these Elegies. The occasional note might have been helpful here and elsewhere (eg for technical terms in the Laws), but this would have made the book unmanageably large and invited eclecticism.

The unique combination of Anglo-Saxon practicality, wisdom, sanctity and heroism emerge with exemplary clarity from this excellent selection, and its heroes themselves - Cuthbert and Caedmon, Bede, Ælfric, Asser, Ælfric, Wulfstan - step from its pages like the giants they were. It is a literature of vision written by men of vision, men who deservedly prospered under heaven, won praise and honour".

Martyn Wakelin

Exam papers

Days of Judgment. Science, Examinations and the Organization of Knowledge in Late Victorian England. Edited by Roy MacLeod. Nafferton Books £15.95. 090 5484 150.

In April 1978 the History of Education Society and the British Society for the History of Science jointly sponsored a weekend conference at Sussex University to study the interaction between public examinations and the teaching of science and technology in Victorian England. This volume contains nine of the ten papers delivered, and an introduction by the editor, all extensively annotated.

The papers are arranged in three groups: examinations for the masses, examinations for professions, and - much more philosophical - the relationships between examinations, specialization, and educational ideals. The first group (Part I) contains detailed histories of the Science and Art Department examinations, the work of this Department, mainly for artisans, in Birmingham from 1853 to 1902, and the technology examinations of the City and Guilds of London Institute. Part II describes the roles of examinations in medical and military education, and Part III discusses some controversial issues raised by examinations in university and school examinations.

The editor regrets that the contributions made by five "discussants" could not be included. Some readers, too, may regret this, for the

editor describes their comments as provocative and often amusing as well as constructive. The papers are certainly constructive, and informative, but few are provocative, and none amusing. Unless one has a penchant for strictly factual history heavily laced with statistics, several are dull. This is partly because the human element is underplayed; the names of, for example, Henry Cole, Lyon Playfair, John Donnelly, T. H. Huxley, H. E. Roscoe, and Philip Magnus duly appear, but with rare exceptions (Professor Jonathan Cape is one) little of the vitality and initiative of such pioneers emerges.

Humanity breaks through in Part III, when Dr Duncan Nimmo, of York University, movingly analyses the dilemma which faced Mark Pattison, that "learned but acidulous Rector of Lincoln College", Oxford, when, having come up against "the power of the examination system to determine both the content and the total environment of learning", he realized that:

on the one hand he welcomed examinations as an unrivalled stimulus to learning; on the other he increasingly disliked them as a stimulus corrupt in nature and pernicious in effect.

This dilemma is with us still; and for that reason the papers in Part III, which discuss specific manifestations of how examinations dominate curricula, may be the most enduringly valuable section of the book. At the least they provide much food for thought and many issues to discuss.

H C Dent

Shakespeare Matta

Storming the Tempest is the title of an interesting exhibition of the work of the Chilean artist Matta, based on themes from Shakespeare's play. Matta's style is "primitive" and sym-

bolic, his medium pastel; it can be seen at the Riverside Studios, Hammersmith, until January 23, and it may later form part of an Arts Council travelling exhibition.

BOOKS

Down south

The economic atrocities of the developed world and the political atrocities of the undeveloped world reverberate in most capital cities hourly, but find special expression throughout South America. In this appalling continent, perverted horrors underpin the brass nightclubs and sleazy skyscrapers. In *Cry of the People* (Penguin £2.95), Penny Lernoux takes each South American country in turn to outline the transformation of a formerly compliant (even abject) Catholic Church into what is for most citizens, the only sufficiently strong caring institution. For their participation, Catholic clergy (along with thousands of their flock) are tortured, humiliated and usually shot. The ghastly insight the book delivers is that they are treated thus by organizations funded and even trained by the US Government. How? Simply because America continues to support totalitarian regimes, where the slightest glimmer of a desire for civil liberty is seen as a communist plot, which needs instant elimination. This viewpoint may seem strident. Read this deeply researched book and disagree, if you can.

Joseph Timmerman, former editor of *La Opinión*, Argentina's leading liberal newspaper, spent two and a half years, without charges being brought against him, in an Argentine prison. In *Prisoner Without a Name, Cell Without a Number*, (Penguin £1.25) he describes the torture, the abuse and the frightening experience of solitary confinement, but his other thrust is more philosophical: how, for instance, is it possible after all the world knows about the Holocaust, that, as he was being beaten, the guards could let rip their objection to his existence in one word: Jew?

Helping

Thy Stock Library of Social Work Practice. General Editor: M. Ruff Olsen. Child Psychiatry and Social Work. By Judith Lask and Brian Lask. £4.50 and £9.50.

Intake Teams. By Joanna Buckle. £4.50 and £9.50. **The Residential Solution.** By Ann Davis. £3.75 and £8.50. **Social Work with Undervalued Groups.** By Ruth Wilkes. £3.75 and £8.50.

This series is launched in answer to the "current unprecedented level of criticism" to which social services are subjected. Do social workers actually help those who have fallen by the wayside on the straight road towards a social norm? Delinquents still become recidivists, offenders still batter children, the parents still batter children. Professor Olsen's series aims to raise the success rate by constructing a sound methodology and by measuring the performance of both individual workers and the profession as a whole.

A combination of theoretical debate and practical issues, the books plan to inform social work students, public service workers and educationalists. *Child Psychiatry and Social Work* links two professional groups who aim to solve emotional suffering in children. Intervention techniques are scrutinized. *Intake Teams*, the "gatekeepers" for social services, recommends moves from ad hoc methods to local resources and welfare rights. *The Residential Solution* points to the social work's increasing involvement in residential care for the elderly, the handicapped, the parentless, the delinquent, and seeks to view it as a positive intervention rather than a neglected last resort.

Social Work with Undervalued Groups acknowledges that success is for the lucky few. The elderly, the dying will never appear on effective results statistic sheets. No master plan here. So Ruth Wilkes falls back on the individual approach and intuition.

Jenny Oldfield



This image of a mourning procession is taken from Ange-Pierre Lecoq's *The Cult of the Immortal* (Paladin £2.95), which brings medieval science to bear on Ancient Egyptian health and culture. Penguin have individually published A. J. Spencer's *Death in Ancient Egypt* (£2.95), a rich survey of the same territory from a more orthodox historical standpoint.

American foreign policy comes under scrutiny again in *Paved with Good Intentions* (Penguin £1.95). In this readable, balanced book, Barry Rubin analyses the current situation by describing post Second World War human history. One unpleasant truth which emerges (as two Timmerman pieces) is that it is far easier to project inherent failings on outsiders than to adjust one's own heart.

Since terrorism can only be truly effective in liberal areas of the world, it presents democratic governments with precise moral and legal dilemmas. These are discussed, along with the histories of elite anti-terrorist units in eight western countries in *Terror! The West Fights*.

Mark Featherstone-Witty

NEW FROM BUTTERWORTHS

UNDERSTANDING INDUSTRY

SECOND EDITION

Julie Baddeley, Associate Adviser, Industrial Society

When first published *Understanding Industry* was widely acclaimed as a clear and lively introduction for sixth formers to the workings of industry. It has been thoroughly revised for this new edition, particularly the last two chapters dealing with industry in society and the technological revolution, while the logical structure and popular layout of the first edition have been retained. Throughout the book there is a wide range of business games, case studies, role plays and ideas to promote lively classroom discussion of the topics under consideration. The text is amusingly illustrated and there is also available a Teacher's Guide.

The book is ideal not only for the classroom but also training schemes and careers libraries.

From the reviews of the first edition.

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Solicover 148 pages. 246 x 189mm. Illustrated. 0 408 10860 6. £3.25 non-vet. approx. February 1983

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Butterworths

RESOURCES

Teenage psychobabble



The Anamod DIY model of the lungs

Hand-written by robots

A primitive programming language like BASIC lacks sequencing structure, type structure and block structure. This makes it easy to implement with small store, and easy to present to the naïf beginner who has bought his first micro. But hardware prices are dropping fast, and already machines that can handle programs of 200 or more lines are being bought by enthusiasts; and they are learning the sad truth that, without structure, a large program is not just a big small program. A 200 line program is not just 10 times as difficult to understand as a 20 line program; each line can have an effect on every other line, so that it is at least a hundred times as difficult, and, if you have to clamber through a random tree of *gotos* and *ifs* may be as much as a thousand times as difficult.

In all fields of human comprehension, one manages to grasp the large and varied by discovering and using the right structure; two examples of how this conceptualizing brought order out of chaos in the past are the atomic table of the elements and the Linnaean classification by species, genus and phylum. Sequencing, type and block structure are what enable one to grasp, hence conceive, debug and maintain large programs, and one needs one's programming language to reveal the structures of one's programs on the page and guide their conception in the mind.

COMAL, a language developed in Denmark is, with one exception, a proper extension of BASIC with sensible syntactic forms to express the usual concepts of sequencing structure, but with no facilities to express type structure or block structure. Structured Programming with COMAL by Roy Atkinson (Wiley £18.50) shows well the language's capabilities and not only presents some well-written programs, but explains clearly, if at times a little heavily-handedly, how they got to be the way they are from the original brief and vague beginnings of the problems they solve. Most programmers inveigh against flowcharts for their incapacity to display the structure of programs of more than trivial complexity; these have hung around in the syllabuses and codes of practice merely because the pioneers used them. Atkinson has an admirable chapter in which he exposes

their limitations, and presents three alternatives: Structure Diagrams, Iterative Graphs, Design Structure Diagrams. I share his enthusiastic preference for Structure Diagrams, though, at a deep level, the three are equivalent in their ability to portray the structure of programs. This chapter in itself would make the book worth reading. However, he demonstrates a serious confusion between the concept of a value-expression and a command: he names as conditional expressions what are conditional commands with compound choice-expressions. Conditional expressions, a distinctive and important concept, are missing, for example, in both COMAL and PASCAL, but in LISP and many other languages, show their potential value. I suspect that the COMAL community have not made an adequate study of programming language concepts.

Let me recommend *Principles of Programming Languages* (Prentice Hall £12.95), to them and to anyone interested in exploring the manifold range of programming concepts that programming language designers have discovered and explored. Tennant does a fine job of presenting advanced ideas in a clear and simple way. Nevertheless, some of the material is intrinsically difficult and he takes his reader close to the frontiers of research. But it is still valuable to anyone who wants to think about programming languages and should be available from the library.

Another book for the library is *Portable Programming* (Macmillan £5.95). It describes the many unexpected difficulties that can occur when one has to transfer software working on one machine to be used on another. It then goes carefully into the design considerations that must apply to the construction of software that is intended to be transported from one machine to another. There must be many institutions where two independent departments have bought independent machines and are living in incompatible universes. This book would have explained how immensely daunting this apparently easy task is.

P. J. Brown's *Pascal from BASIC* (Addison-Wesley £5.95) starts from the valuable perception that a BASIC programmer can already program, so

he doesn't want an introduction to programming that uses Pascal, but an introduction to Pascal programming that starts from his knowledge of BASIC, and concentrates on those aspects of Pascal that are slightly, and therefore particularly irritatingly, different from what he is used to. "Adjusting your manner of thinking from BASIC to Pascal is harder than for a novice to learn Pascal from scratch" and "There is no point at all in writing a program in Pascal if you are going to continue to think in BASIC" are two maxims whose wisdom cannot be undervalued.

He creates two humorous recognizable characters whose comments are all too typical: Professor Primpie, scratching his little beard, "... work hard to convert the savages from BASIC land to the true good manners of Pascal. It is a pity to have oversimplified many of the concepts"; Bill Mudd, who was still at his terminal working on his clever piece of BASIC program. He had just replaced 1096 GOSUB 4305 by 1096 GOSUB 4605, but still the program did not work. "With BASIC it is a trivial matter to change your program and rerun it," he said. "I have done fifty or so changes and reruns with this little piece of program."

But, in spite of his two valuable teaching assistants, Brown fails to bring out explicitly how Pascal's conceptual universe differs from BASIC's, though he describes some parts of Pascal's very well indeed. At the beginning, he fails to justify the three big little changes that must be made to program texts. BASIC uses "is", which we read as "equals", and isn't the same as the equals of mathematics. For the same purpose, Pascal uses "to" to point the difference meaning. Everyone I know reads this as "becomes", which makes it good sense, but Brown doesn't tell you this.

"Begin", "end" are statement brackets, just as "(", ")", are value-expression brackets, but he merely tells you where to put them in. Equally, he doesn't tell you why Pascal uses "as" as an explicit statement separator, whereas BASIC uses the implicit "newline" namely, because some Pascal statements can have a lot in them and may not fit clearly on a single line, whereas all BASIC commands are

short enough to do so. Furthermore, if a pair of Pascal statements are short, and are, really, parts of what is, conceptually, a single statement, then it may well make for readability to be able to put them on a single line.

As a matter of fact, I think Pascal is a bit puritan here. A newline is a natural break, and one of the commonest errors is to leave out the "newline", because, at the end of a line, it does not seem natural to need it. I like BCP1's solution where a newline makes an implicit statement separator, provided that what has ended on the line would have made a grammatically valid statement on its own. You pay for this freedom by not being able to carry over a statement to the next line without making a somewhat unnatural break.

Brown also gives the impression that Pascal programs are longer (than BASIC's). They do, with their requirement for declarations, say more, and, with their taste for longer connotative identifiers, may very well require more keystrokes, but I was interested to count the number of lexical items in his first exemplary function in the two languages. The score was Pascal 42, BASIC 43. And I didn't count BASIC's line numbers.

Type Structure enables you to keep track of the difference between *chick* and *cheese*. The Pascal compiler will reject "MyChalk := Cmcmbert"; whereas in BASIC you have to code the chalk colours and the cheeses as integers, and, thereafter, there is no way to check on whether or not what you have written is derived from a category clash. Pascal's type structure, though some critics claim can be made of it, is one of the best available to help you organize your programs, and Brown gives a very sound exposition.

Pascal's block structure is weaker, and so is Brown's exposition. I do not think that he is explicitly aware of the role of lineations. The thing is that in BASIC one must think of a permanent set of computational pigeonholes which last right through the run of the program, each referred to throughout by the same identifier, and therefore, to avoid confusion, each referring identifier must be distinct. This, wasteful of store, encourages punning to reuse the same pigeonhole for different purposes, inevitably, the reader one the striking up the other to one unexpected and hard to trace. When, in Pascal, one encounters a declaration, one grabs the pigeonhole, which, for the following block, is referred to by the identifier, the declaration, and which is released once the block has been completely executed. If, outside the block, the identifier was already in use for some other pigeonhole, no worry: the one use is hidden, so you can't accidentally muck it up. This structuring technique is, to me, the most crazy, elegant, useful and beautiful discovery of programming language designers, and in regard its presence as marking the boundary between primitive and modern languages.

You may feel Brown's book is not backing up by a pure Pascal book. Pascal - a Considerate Approach (Prentice Hall £7.95) does a sound job. It "considerate" the author means "easy to read and easy to use". Most programmers could benefit from this chapter: "Are you a considerate programmer?" which starts off with "In people you should be considerate".

But you may prefer a book that more advanced and will serve as a reference book for your continuing use. Welsh and Elder have brought out a second edition of their *Introduction to Pascal* (Prentice Hall £7.35) which conforms to the new ISO draft international standard (DIS 7185). There are many excellent programs in it. Professor Primpie's worst side is rarely to be found. Alternatively, you might want a fully, easy to read, lucid, "G. Lewis's *Pascal Programming for the Apple* which I reviewed serves this purpose well.

I may have given the impression that Pascal is the ideal language. It is, it is by far the best that is available. Its greatest weakness is that it concentrates on commands and undervalues value-expressions which should, in my view, be seen as just as important, and have provided an almost suitable basis to give the user an equal conceptual structuring power. Still, in my lifetime, I don't expect to find any widely used programming language that I can not dissuade

John Law

Jaunty against the odds

We Can Speak for Ourselves: Self Advocacy by Mentally Handicapped People. By Paul Williams and Bonnie Shoults. Souvenir Press £7.95, paperback £5.95.

The Early Years. By Maurice Chazan and Alice Laing. Open University Press £11.95 paperback £4.95.

The Nature of Special Education. Edited by Tony Booth and June Statham. Croom Helm and Open University Press £5.25.

In Britain, mentally handicapped people may not after all get the vote, but in America they can speak for themselves. Self-advocacy in the States is assertive, optimistic, even "politically powerful", allowing members of two groups, People First of Oregon and Project 2 of Nebraska, to organize their own affairs, run meetings, make decisions and lobby for reform. Most are illiterate, unable to budget or live independently, but their real handicap lies in society's restrictive attitudes towards them. *We Can Speak for Ourselves* quotes John Lennon and shows the brave determination of founder members to

overcome the limitations imposed by life in state institutions.

"I always knew what I wanted". "I had a right to be treated as equal". "It's learning to help yourself". "It's feeling good about yourself". they say time and again. A cerebral palsy victim recalls learning to talk in hospital: "The first thing I learned was how to curse." More practical self-help skills are described in detail: how to establish public forums, conventions, and how to take on the responsibilities of a home and job.

We Can Speak for Ourselves is jaunty against all the odds, perhaps because the campaign is based on an optimistic view of human rights "the right to life... the right of choice... the right to try to be happy" and more realistically, "the right to go to bed when you want."

Chapters are repetitive, maybe because this message needs repeating to be convincing, and shadows menace the dream; in 1981 a University of Kansas advisory group was closed through lack of funds. The British section lacks some of the earlier bounce, the tone is cooler, more formal. Joseph Deacon's *Tongue-Tied* is a remarkable self-advocacy of a personal nature, but how does it chip away at the heart-

less officialdom of a 1974 Wandsworth survey? Basically we think the responses of the mentally handicapped should be taken seriously because... they were able to make appropriate unprompted responses to open ended questions?

Children too young to express their own special needs find spokesmen in Maurice Chazan and Alice Laing in the third of an Open University series on special education. The authors use a plain, blunt style to confront all the proper issues. Their five children, Joyce, Marie, Kathleen, Roy and Steven suffer from spina bifida, hearing loss, or degrees of mental handicap, but finding nursery places for them depends not on special assessment but on available space. Learning programmes are a very well, but time is short in understaffed schools.

However, finding time is part of the responsibility of admitting children with special needs and is no more than their educational rights. Emphasis is on parent counselling, the father's role, parents' involvement in pre-school learning programmes, home visiting schemes and educational psychologists' contribution in programme planning. The failures of bureaucracy may be compensated by parents' self-help

groups. At times, nervously complicated problems of integration are taken at a brisk trot, and cushioned of behavioural problems is tidied aside with an "it is not possible to state with certainty" swish of the expert tail.

On the whole though, *The Early Years* holds the best of special education on a neat, decisive reevaluation plus early intervention, parental involvement, genetic counselling, better trained teachers and more money are the necessities; and if we can't have the latter, tolerance and ingenuity must suffice.

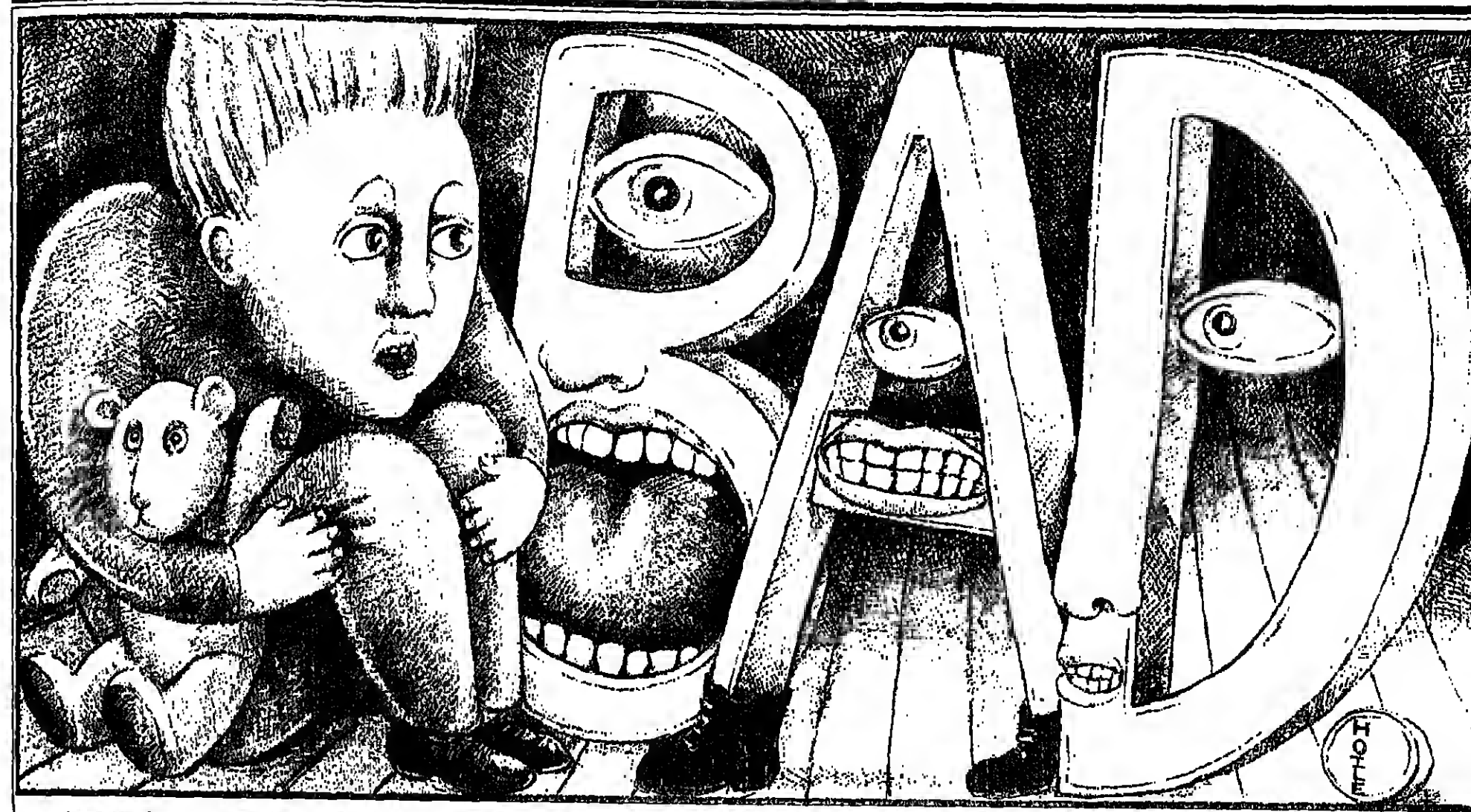
The Nature of Special Education, a much bigger and grander OU production, includes case studies of individual children, families, professionals and institutions. It deals with the particular rather than the philosophical, so its title may mislead. Tony Booth and June Statham come clean in declaring their bias in favour of integration and deliberate opting out of presenting an "overall balance of views". They don't document bad practice either, except in "Scenes from Ward 7", where Owen's picture of a long-stay ward by far the most disturbing and unresolvable chapter in the book.

For the rest, many studies are uncritical: the inspiring tale of

Helen Keller and her governess Mrs. Sullivan, sets the tone. Her rural background of many children is atypical; Peattie, even smaller like a Kate Greenaway idyll, where six moderately handicapped children are absorbed into the difficulty into the material world. Some material isn't original, but is horrowed or adapted from real studies.

This said, there's something in every parent or teacher to say. The sad tale of "hyperactive" Matthew, unsociable, violent, "normal" according to educational psychologists warns us of the danger of offering inside labels. While the "pleasing" and "Tuckwell" reminds us how easily we bluff their way through socialising, to absorb information, avoiding failure by skirting round success. And educational psychologists in *The Nature of Special Education* who insist that the mentally handicapped should not have any education (page 194) might learn something by turning the pages of *We Can Speak for Ourselves*.

Jenny Olden



Educational therapy is a method of treating learning disabilities that is derived from psychoanalysis. It makes use of psychoanalytic knowledge to understand the cause of school failures, of which reading is the most familiar, and draws on psychoanalytic methods to resolve them. Though it has much in common with other forms of remedial teaching, one crucial element distinguishes it and colours all interactions with non-learning children: that is, belief in the unconscious.

Difficulties with writing, spelling and behaviour are not seen as phenomena in their own right but as symptoms of something amiss beneath the surface. You do not present a nine-year-old with a reading age of six, for example, with an intensified diet of reading since he/she has managed to resist taking it in very efficiently already. You look at the resistance. You do not try to impose anything, you do not try to teach in the conventional sense of the word, you accept children as they are taking anything they may give as an indication of their underlying state of mind and work with that.

The underlying state of mind is where inhibitions about learning are likely to be found. They are as unknown to the child as they are to the teacher, which is what makes them unconscious. The approach is liable to be long and apparently irrational, which may be why many people in education suspect it. But with insight and training the process, although idiosyncratic, is perfectly logical and the changes, when they occur, profound because they take place at a level inaccessible to more direct methods.

On the other hand, educational therapy is different from psychotherapy because the goals are always educational. It is directed towards improvement in learning, especially reading. Many causes have been put forward to account for reading failure. But however a child's learning failure is diagnosed, some degree of unconscious emotional maladjustment is bound to be at work. The following are examples of the way displaced emotion puts a check on learning. They are from one-to-one sessions with primary school children, although educational therapy is appropriate for small groups and relevant at any age.

Children who do not read often find blending three letters into a word quite beyond them, even though they might know sounds individually or recognize whole words from time to time. Getting them to cut up words with scissors and put them together again is a well used technique in educational therapy. It can be done as a game or puzzle and children may want to stick the bits, once reassembled, together with cellophane. The theory is that this allows them to use aggression, des-

Fear of words

Cynthia Kee looks at some of the emotional blocks to children's learning

trophy the feared word and reconstitute it in a concrete way. Failure to symbolize at a very early stage of development is behind this fear of words as real things with life of their own.

Martin was nine. Sometimes he could read a bit and sometimes he could not. He sat picking glue off his fingers and staring at a page in an *Ant and Bee* book. "I love glue," he said, I agreed and after a while asked if he was going to read. He shook his head. "The words might attack me," he said. "What are we going to do about them attacking you?" I asked. Instantly he said, "I want to destroy them." "What words do you want to destroy?" I asked. He dived into his folder and brought out *bite* written on a piece of card. I asked, "How do you want to destroy it?" "With glue," he said and seized a glue pen. He started jabbing away at the word.

When it was all smeared and thick with glue he put it aside and said, "I'll rub the glue off when it dries and then it'll be stuck to the paper and it won't be able to attack me." I repeated what he had said, which is a way of showing you have taken in what has happened without prejudging the outcome, and he said, "I won't be frightened".

"Any more words you want to attack?" I asked. "Yes," he said and found *fed* in his folder. He attacked it in the same way and as he did so he said, "Now it won't be able to feed the monsters." I repeated and asked if there were any more words he wanted to attack. He shook his head so I said, "What would you like to do now?" "Let's do some words," he said. I pointed to *ball* in the *Ant and Bee* book and said it was a word he could not read last time. "Ball," he read and wrote it down. I hid the *b* and asked what it said now. "All," he said. I asked what happened if you put *c* in front. "Call," he said. Never before had been able to make this kind of association satisfactorily. This time he went through the alphabet making words and writing them down. He read the list, then went back to *bite* and *fed*, rubbed the glue off and said, "Now they're stuck to the paper. They can't attack me." He read the page of *Ant and Bee*.

This did not mean Martin could read but it did mean that momentarily the fog of confusion cleared. It suggested that the confusion, in this instance, was in the area of unresolved oral aggression and linked to earliest experiences of learning at - as it were or not - the

mother's breast. The words were *bite* and *fed* and the glue pen had white stuff coming out of the tip. Reading, taking in information, is not unconnected with feeding.

Sometimes words are invested with terrifying reality and power for children, sometimes they cannot face the content of reading matter, and sometimes it is the letter themselves. It is often worth inviting children who do not know the alphabet or the sounds of letters to make a picture of the letter and, maybe, tell a story about it. A rule of this exercise, as of all educational therapy, is never to anticipate, always to wait, always to follow the children because what they have to tell you, when they do, is more revealing and releasing than anything you could imagine yourself.

Tim was a rather neglected boy. Although he knew the other vowels, he could never get the sound of *u*. One morning he pointed at the second letter of *umipire* and said, "Can I do this one?" It was the first time he had made a positive suggestion. He drew a big *u* with great sureness as if he knew where he was going. Then he made two smiling faces in the hoops. I asked who they were. "It's a man and woman," he said. "A man and a woman," I repeated. He said, "Yes a mummy and daddy."

He was smiling and showing signs of life and involvement - quite new. "They look happy," I said. "Yes," he said, "they lookin' in the mouse." "The mouse," I said. "Oh, I forgot," he said and drew a mouse.

I asked what the mouse was doing and he said, "He leedin'." and drew a circle with a dot in the middle for the mouse to feed from. The image was so direct, so touching, that it took me by surprise which was a mistake because working at this level you must never let your own feeling get in the way of the child's. As a result he shaded over the circle with its central dot and stopped drawing.

Thinking it over, it seemed quite likely that to Tim *u* was only half of *m* the other way up and that to this little boy with an incomplete home life *m* represented, to some extent, the wishful thought that with his mother and father might be together and look after him. It also illustrated another technique of educational therapy which is "the telling and reading of stories at the once removed". The child is in fact the subject but the whole thing is conducted in the third person with a degree of detachment that makes it all much safer.

Another possible source of reading blocks is a more or less illiterate parent. The prohibition this sometimes puts on learning can be particularly potent for sons of such fathers and is linked in buried wishes about being more powerful than the father, fear of destroying him and being destroyed in turn. These fantasies are often difficult to reach because shame can make it a family secret.

Monica was a very good little girl of nine, totally unable to read though her writing was beautiful. One day, she said, "Everybody calls me dummy." I said, "Everybody calls you dummy." She was silent. I said, "Are you?" She said, "Yes, because I can't spell." I asked, "Why do you think you can't spell?" She said, "I get worried." There were long silences, sometimes for several minutes, between these exchanges. Then she said, "And my mother's worried too." I asked, "Can she spell?" She said yes and that her older sister could too.

Then I asked the question which it was becoming more and more apparent was the sixty-four-thousand dollar one: "Is your father worried about you?" She shook her head: "He's like me. When he went to school he was just like me. I'm going to follow my father - and my grandfather. I'm going to be very tall." She stood up and said, "I've got very big thighs, look," and she came over and patted her grey skirt. I was fairly nonplussed.

In spite of this and many other extraordinary incidents that illuminated the sessions with Monica, she never made any headway with reading at all. Her problem was probably too deeply embedded in the family to allow much resolution to take place outside it. Hers is the kind of case in which family therapy might have been the only way in which she could have been freed to learn.

Inability to learn is often directly related to inadequate mothering. A child who has misused out an infant dialogue, those pre-verbal interchanges with a single, catatonic figure, is not likely to find more advanced forms of communication easy to cope with. I once had a seven-year-old girl, a frozen, isolated doll, who spent nearly a year making me help her up onto a shelf and catching her when she jumped off. This form of dialogue may have filled in some of the gap which stopped her functioning because life came back with a rush when she was eight. She became an active member of the class with lots of friends.

Educational therapy was developed by Irene Caspari at the Tavistock Clinic in the sixties and defined and named in 1974. There are evening and day courses for teachers and psychologists, also at the Tavistock, and a professional association exists for promoting it called the The Forum for the Advancement of Educational Therapy.

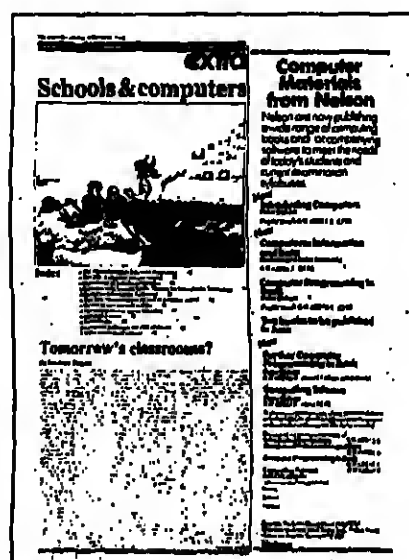
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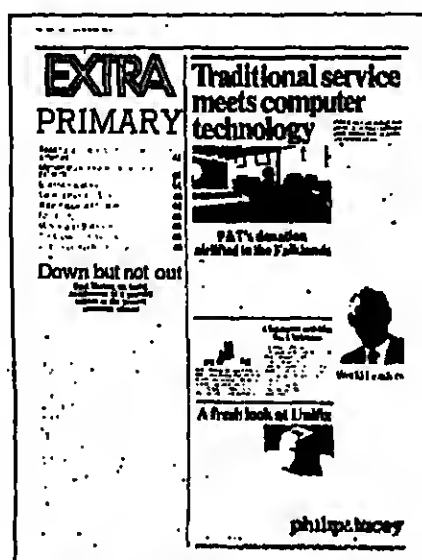
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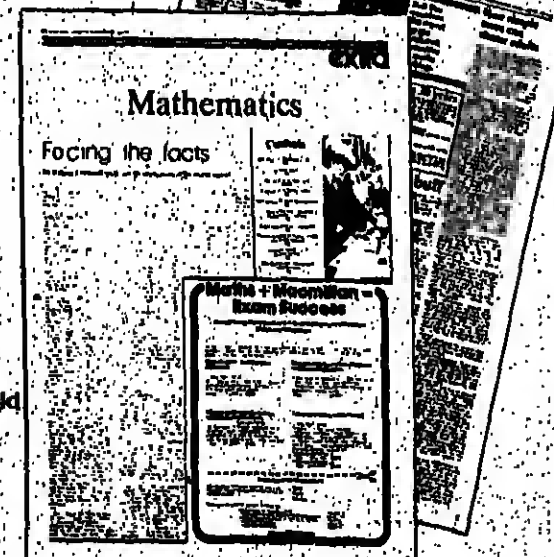
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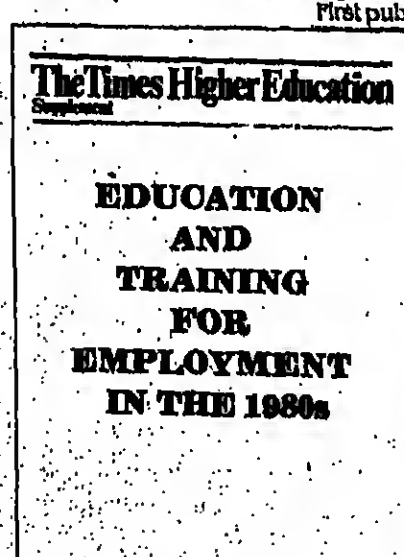
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ECONOMICS AND BUSINESS BOOKS

Reliable guides for the first stage

Steve Hodgkinson on some books and resources which have proved themselves in schools

It's almost impossible to escape from economics these days... unless you are at school that is. Daily newspaper coverage of economic events and issues is large and the new technology has brought to television news an instant and seemingly endless array of multi-coloured statistical graphs and tables. Information, at one time the prerogative of bankers, civil servants and university economists, is channelled to the nation's living rooms at the push of a button.

Yet, despite this unprecedented interest in affairs economic and the popularity of economics in higher education and at 18 plus, the majority of students in compulsory education have no formal introduction to the economic framework within which we all live. A 1976/77 survey carried out by the Economics Education 14-16 Project showed only 14 per cent of secondary schools in England and Wales to be offering "optional" courses in economics to their 14-16 year old students and that these courses were mainly catering for higher ability boys. (For a full report on the survey and the recommendations arising out of it, see Brian Holley and Valerie Skelton *Economics Education 14-16*, NFER 1980.)

There are, however, strong signs that schools and local education authorities are beginning to respond in curriculum terms to the initiatives taken by successive governments. Her Majesty's Inspectorate and industrialists in stressing the need for all students to have achieved some degree of economic literacy before they leave school. The Economics Association's sponsorship of a major national curriculum development project - the Economics Education 14-16 Project - and its successful funding at a time of severe economic recession is evidence of the importance being attached to economics education for all pupils.



It was not a difficult task for publishing houses to provide the resources for traditional economics courses at 14-16. However, the revision of a number of O level syllabuses, the emergence of new economics-related syllabuses (British Industrial Society, Business Studies, etc.) and the plethora of Mode III CSE syllabuses which have appeared in recent years have both stratified and extended the market. Conventional content based syllabuses at O level and CSE have provided little real challenge to textbook writers. Just as Benham, Cairncross and Hanson serviced the early years of A level economics, so have Colin Harbury (*Descriptive Economics*,

sixth edition, Pitman 1982), Jack Harvey (*Elementary Economics*, fourth edition, Macmillan 1976), Jack Nobbs (*Social Economics*, third edition, McGraw Hill 1981), George Stanlake (*Introductory Economics*, third edition, Longman 1976) and others provided a similar service for O level economics.

The first generation of authors and their editors made few concessions to student users in terms of layout, visual stimulus (I have long wondered why so many authors consider a picture of the Stock Exchange building or the Bank of England a useful addition to a textbook) or the inclusion of problem-solving exercises. However, these textbooks have stood the test of time, surviving several editions, and have provided higher ability students with both analytical and descriptive approaches to economics.

More recently, a second generation of authors has emerged, providing a greater variety of approaches and material for both teachers and students. It is well worth contrasting the breadth of stimulus resource material and student exercises to David Christie and Alex Scott's *Economics in Action* (Heinemann 1977) with the textbooks mentioned earlier. Again, still with the more able pupil in mind, Sapsford and Ladd in *Essential Economics* (Hart Davis 1978) add an excellent and varied pictorial/diagrammatic dimension to the narrative textbook style. Similarly, but at CSE level, the contrast in layout and stimulus case study material between Alain Anderson's *An Introduction to Social Economics* (Heinemann 1980) and Donan Baron's *Economics: An Introductory Course* (third edition, Heinemann 1976) illustrates how textbooks are slowly being adapted to accommodate broader student target groups and a wider spectrum of resource material and student activities. However, in the general textbook field Fred Davies' *Starting Economics* (Hulton 1970 and revised 1979) will always retain a place in my affections for its simplicity - you could almost hear Fred, "Jackanory-like", telling the stories to his young students.

There are few examples of textbooks written for specific examination syllabuses. Sanday and Birch provide in *Understanding Industrial Society* (second edition, Hodder and Stoughton 1978) a text centred on the case-study/fieldwork approach and aimed at O level and CSE examination syllabuses. The Joint Matriculation Board's O level syllabus in Government, Economics and Commerce provided the inspiration for Wheaton's series of the same name. Although admirable in conception and including one or two excellent booklets, the series somehow doesn't seem to provide the consistent depth and balance of detail and analysis required.

The emergence of objective test items and data response questions in O level and CSE examinations has inevitably led to the publication of workbooks both to complement textbooks and to stand in their own right. Jack Harvey's *Basic Economics Workbook* (Macmillan 1981) is typical of the former type. Designed to accompany *Basic Economics* (Macmillan 1981) it contains a broad

range of short answer questions, multiple choice items, discussion points, past examination questions, etc. Robert Wilson's *Comprehensive Questions for O level Economics* (Economics Association 1982) is the most recent data response booklet to appear. It is, as the author admits, difficult for O level but, with the accompanying teacher's guide, provides rather more for teachers and students than a set of comprehension questions.

To some extent institutions such as the Life Offices' Association, the Bank Information Service, individual building societies and clearing banks are actively providing resources in the field of personal money management. Industrial companies have sponsored the *Foundations of Wealth* series of films and most recently the Department of Industry has launched its film *Head for Business* (available from Central

Film Library). The television companies have yet to devise a 16+ series to complement the excellent Donnell



son/Jelley series of past years. BBC Schools Radio ventures into O level economics for the first time in February

with a series on Supply and Demand (Radio 4 VHF Fridays, February 18-March 25 at 10.05) but the Audio Learning Series of 15 tape/slide sequences for students aged 14-plus remains the only systematic audio visual resource for economics widely available in the UK (from the Economics Association, Temple Lodge, South Street, Ditching, Sussex BN6 8UQ).

It is clearly beyond the scope of this brief review to mention all but a few of the many textbooks and resources for economics 14-16. Annotated details of some 130 texts, topic books, workbooks and dictionaries (giving data on author, publisher, price, format and content coverage) are included in *An Annotated Bibliography of Pupil Books*, produced by the Economics Education 14-16 Project (available from the Economics Association). The emphasis on examination economics is a reflection of the current situation. *continued on following page*

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EXTRA

Practise what is preached

Howard Sergeant looks at some practical help in accounting

Whether one thinks in terms of publishing a specialized magazine, running a small tennis club or a playgroup, opening a corner shop on a retirement pension, managing a medium-sized company, or controlling the operations of a multi-national corporation, the financial aspects are always among the most important factors. Social idealists may express dissatisfaction with this state of affairs, but there is clear evidence to show that 90 per cent of the failures in any of these various activities, and indeed of many other areas of human activity, are due to the lack of financial knowledge and control. To meet the obvious need more and more books on accounting are being made available, both to students, practitioners and the general public; but just how many of them are really adequate for the purpose?

I have emphasized the fact before in these columns - but it bears repeating - that accounting is a subject that cannot be mastered simply by memorising and even understanding the basic principles; it requires intensive practice in the application of those principles to a whole range of social and business operations. Few textbooks have enough space to provide working examples and practice material; so that teachers and lecturers are obliged to refer to a large number of books or past examination papers in search of relevant material. Some publishers overcome the problem by providing companion books of questions and answers in addition to the actual textbook; but there are still

some publishers who do not seem able to understand that in any accounting textbook it is necessary to provide the solutions to the test questions set for the students.

Accounting for 'O' Level by D E Turner and P H Turner (Edward Arnold £4.95) is intended for O level students, and it does meet the requirements of the new AEB syllabus, as well as those for RSA stage 2, though it rather oddly treats the relatively more advanced subject



of financial ratios on page 31 and leaves the very elementary process of reconciling bank statements until half-way through the book. There are two kinds of question tests - Part A which consists of questions planned to supply a comprehensive revision package; and Part B which consists of questions selected from past

examination papers, for which no answers are available.

Financial Practice and Control by Graham Jones (Macdonald and Evans £3.95) is designed for BEC students and those seeking membership of the Association of Accounting Technicians. The author presupposes a knowledge of basic accounting principles and boasts that reference to computerized methods is made throughout the book, which may explain why budgetary control is discussed in the first chapter, flow-charting in the third chapter, but there are very few illustrations of actual accounting procedures. Nor are solutions provided for "Self-assessment" questions (just how are students expected to assess their own progress?).

A Practical Foundation in Accounting by Harry Johnson and Austin Whittam (Allen & Unwin £15 and £5.95) concentrates upon practice rather than theory and admirably covers the ground for professional foundation courses, adopting the balance sheet approach. The subject is attractively presented, with an abundance of illustrations. There is a separate Students' Solution Guide (at £3.95) of fully worked answers, and a free Teachers' Solution Manual.

Closely following the learning objectives of the BEC National Level module, Accounting 2, Accounting Concepts and Methods: Accounting 2 by D Pitt Francis (Holt, Rinehart and Winston) examines accounting as an instrument of measurement and management control. Part II deals with "Financial Accounting Skills", Part III with "Cost and Management Accounting", and Part IV with "Evaluating Overall Performance", concluding with some useful case studies. To introduce the accounting problems of profitability and liquidity it makes use of the market-share matrix concept, and applies break-even analysis to current cost accounting. There are limited answers to assignments and the student is referred back to the relevant sections of the text for the forms required.

Although Financial Accounting Techniques: A Practical Approach by Alan Pizzey and Alan Jennings

(Holt, Rinehart and Winston) is intended for students taking examinations of professional bodies at the foundation stage, it goes much further than that by including more advanced material such as amalgamations and reorganizations, introduction to consolidated accounts, and current cost accounting to cope with the effects of inflation. Adopting a smooth style and demonstrating every inch of the way on a teach-by-example method, the authors really do make things as easy as possible for the student without dodging issues or problems, and there is an opening chapter on "Examination Technique" which should help to boost the students' confidence. There are self-test questions and fully worked solutions. This textbook is to be warmly recommended; I doubt that students will find one more suited to their requirements.



For the third edition of Principles of Cost Accounting by C J Walker (Macdonald & Evans £7.95), the text has been completely revised and the presentation re-planned. Two additional chapters have been included, on programme evaluation and review technique and linear programming, both now necessary for examination purposes. More doubtfully, all the questions and answers which had previously been contained in the appendix have now been removed and published in a companion volume, Principles of Cost Accounting: Questions and Answers, costing a further £3.50. Mind you, the latter contains over 350 questions, most of them from appropriate examination papers,

with fully worked answers.

It is a little surprising to find just how much has been packed into Success in Accounting and Costing by Geoffrey Whitehead and Arthur Upson (Murray £4.95) without cramming the fluid style of the authors or leaving obvious gaps in the text. It should prove eminently suitable for those studying for BEC National Awards, second year studies: Accounting II and Quantitative Methods, and might reasonably be regarded as an introduction to management accounting proper. Beginning with the basic concepts of accounting, the authors demonstrate how these concepts are applied in the cases of small traders, partnerships, manufacturing concern and limited companies (using the formats required by Schedule 1 of the 1981 Companies Act), and explain the relationship between financial and cost accounts. From that point we are led through the intricacies of recording prime costs and overheads, marginal and standard costing, through budgetary control to the analysis of accounting information. The final two units, "Sources and Application of Funds" and "Inflation or Current Cost Accounting", will be of particular value to students. The companion volume, Success in Accounting and Costing: Problems and Projects (£4.50) contains the answers, in substantial detail, to all the questions in the core book, with some additional material.

Cost and Management Accounting, Volume 1: Cost Accounting, and Cost and Management Accounting, Volume 11: Management Accounting, both by W M Harper (Macdonald & Evans £4.50 each) are the result of the integration of two separate handbooks which have now been re-written, more logically, as single works, and the text revised, thus eliminating duplication and overlapping of material. Volume I covers the usual ground of costing to variance analysis and standard costs; Volume II deals with performance analysis, financial planning, decision making and control, with two new chapters on qualitative techniques and behavioural aspects.

Call yourself a manager!

Simulation in Management and Business Education. Edited by L. Gray and I. Wall. Kogan Page £14.95. 0 85038 583 0.

This collection of role-playing exercises, games and simulations derives from the twelfth annual conference of the Society for Academic Gaming and Simulation in Education and Training, held in September 1981. The contributions focus specifically on management and business education - one of the few areas where simulation and gaming have established academic respectability. A series of ideas and initiatives are presented, individually small scale but cumulatively significant.

Jargon-baters may not get beyond the pretentious editorial, in which it is stated: "It is a commonplace that, wherever the relationship between

theory and practice is debated, the Hegelian solution of praxis is proposed." This would be a pity, since deeper penetration of the collection would reveal ten papers presented in complete or summary form describing specific simulations or games, ranging from managing national economies to running schools and land administration. The remaining articles are principally concerned with reflections upon games and simulations, with reference to their design, uses, evaluation or their underlying philosophy.

One of the most promising exercises is "Call Yourself a Manager!" by Allan Schofield. This simulation uses a video consisting of a large number of very short scenes, each depicting a different type of management problem. Trainers are in-

tended to select appropriate episodes to meet their particular needs. In most of the situations, what is being said is directed at the viewer who, imagining himself as the person being addressed, has to respond on the spot to the issues presented.

Walt's piece on the use of simulation in education management is very amusing, if overdrawn, and Taylor-Byrne's school management case study shows a stimulating ingredient of in-service courses. Neutcher suggests using a sandbox to simulate location theory in economics, and Wright reveals that playing monopoly is an effective way of learning English as a foreign language. The reflective articles are more in-breath, and will appeal mainly to gaming aficionados.

David J. Whitehead

continued from page 42

The multiplier process to give aggregate demand, and resulting in a set of sectoral financial balances. The process of financial intermediation is explained in the context of sectors' financial surpluses and deficits, and economic policy is explained with reference to the financing of the public sector borrowing requirement and its impact on economic activity. Economic growth is examined through the incremental capital-output ratio, the gross investment ratio,

and the retirement ratio, and illustrated by international comparative data.

Each chapter ends with a fascinating set of exercises (in which the author actually states before each one what it is to practice) intended not only to test the student's understanding of economics, but also to enable her to work from original data sources.

This obviously important and mammoth treatise is impossible to review thoroughly here. Perhaps it will revolutionize undergraduate economics courses, though I doubt it. It is happily complementary to more conventional texts, such as Lipsey, and is certainly required reading for those few students of economics who intend to become professional economists or business forecasters. The remorseless Grand-grind-like piling of fact on fact renders the analysis, though, rather unappealing, it is, however, beautifully produced.

EXTRA

Industrial development

David Whitehead on growth

The Economics of Industrial Innovation. 2nd Edition. By C Freeman. Frances Pinter Ltd £15.50. New Enterprises: A Start-Up Case Book. By Sue Birley. Croom Helm £13.95 and £7.95.

In this revision of an important work first published in 1974, the first two parts - "the rise of science-related technology" and "innovation and the theory of the firm" have been updated with more recent statistical information and with some new examples that illustrate later research. The final part - "innovation and government" has been entirely rewritten to reflect further work by the author and other researchers together with subsequent policy developments in the US and Britain.

The growth of research and development is perhaps the most important social and economic change in twentieth century industry. This book is mainly concerned with the innovations that have come from the professional research and development system and with the allocation of resources to this system. The research and development industry can be subjected to economic analysis just like any other. Its "output" is a flow of new information, both fundamental and relating to specific applications. It is also a flow of models, designs and prototypes for new products, or of pilot plants and experimental rigs for new processes. The distinctive features of modern research and development are its scale, its scientific content, and the extent of its professional specialization. The spectacular growth of this industry is demonstrated by the statistics that by 1980, well over half a million scientists and engineers were working in all types of research and development in the US - over 300,000 in Japan, and over 100,000 in the UK and West Germany.

Part one deals in historical, descriptive manner with research, invention and innovation in chemical and oil process plant and nuclear energy, synthetic materials and electronics, based on research projects which were carried out at the

NIESR and the Science Policy Research Unit (of which Professor Freeman is Director) in the sixties and seventies. The author contends that these industries represent the most important trends of technical change, and they are not chosen as an average or random sample. He focuses attention on such questions as cost, patents, size of firm, marketing and time lags.

Parts two and three follow with an analytical treatment of some of the general implications for innovation theory. Freeman argues that the professionalization of research and development has had far-reaching consequences for the nature of the competitive struggle between firms, both domestically and on the international market. In general, the growth of industrial research and development has favoured the large firm and has contributed to the process of industrial concentration, but small new firms retain an advantage in some types of innovation.

Freeman maintains with considerable justification that in the post-war period, priorities of the West were largely determined by the Cold War. Government support for aircraft, nuclear and electronics research and development was both massive and effective. But quite different priorities should be established in the last part of the twentieth century. Much research and development will be needed to cope with environmental problems, to secure long-term supplies of cheap energy, to deal with natural resource limitations, to promote full employment, and to develop much better transport and construction systems. Resources for research and development should even more urgently be re-allocated to deal with problems of underdevelopment.

A particularly valuable section is the critique of Professor Jewkes famous study The Sources of Innovation. While it is conceded that Jewkes et al. made a strong case for the view that universities, private inventors and small firms have contributed a disproportionately large number of inventions, Professor Freeman shows that the main thrust

of innovation through research and development has come from large organizations.

This scholarly work, with more than 300 references, will be welcomed by professional economists and government agencies. At the other end of the spectrum from the massive developments described by Freeman, Professor Birley's cases deal *inter alia* with growbag tubs, language schools, Compact Ltd, (selling concentrated manure), and what to do with one billion assorted buttons.

In a healthy economy, small firms are being set up and are growing all the time. Yet we know little about what factors determine success or failure in small businesses. Success is associated not only with the development of a product and a market for it, but, equally importantly, with the individual behind it. Only a few new ideas or products will guarantee success, so the person seeking to start his own business must acquire customers and resources himself, and establish his viability with purchasers, suppliers and bankers, before he starts trading.

Starting a business usually involves a series of decisions, some carefully planned, others less so, over a period of years. Professor Birley has provided a series of 18 cases, all based on actual experience, to explore the issues and problems which face budding entrepreneurs. She offers practical step-by-step advice on the processes involved in starting a small business, and demonstrates the wide range of business opportunities available.

While the cases are of great practical value to people wishing to evaluate their own business idea through all its stages of development, they will also improve students' analytical skills. Indeed, in management training, it is suggested that groups could be presented with six or so of the cases, and asked to consider in syndicates what criteria they would invoke to pick "winners" and to apply them to the cases under consideration. This collection is also ideal source material for A level Business Studies courses.

Growing pains

Geoffrey Wood on prospects for Western economies

Phases of Capitalist Development. By Angus Maddison. Oxford University Press £15.00. 0 19 228450 0. £5.95. £28451 9.

The Rise and Decline of Nations. By Mancur Olson. Yale University Press £8.95. 0 300 02307 9.

These two books, both excellent in different ways, are prompted by the same phenomenon: the slowing down of economic growth in the West in the past decade or so, accompanied by, at any rate until recently, worsening inflation. They both look at a longer sweep of time and a larger range of countries, in the recognition that an explanation can often legitimately be prompted by an individual episode but must be capable of dealing with more than that individual episode if it is to be much of a contribution to knowledge.

Maddison is extending his earlier *Economic Growth in the West* (1964), in which he attempted to explain the historical standards rapid rate of by-growth in these countries between 1945 and 1964. The method of analysis is basically the same - macroeconomic analysis - and a large amount of quantitative data is deployed. Ironically, though, the analysis is not out and out as good as the theories of Ricardo, Marx and Schumpeter. That these are the comparisons indicates the

nature of the approach - large scale, looking at long runs of data, concentrating on the underlying forces of capitalist development.

Five conclusions emerge, some important to economic history, some to current policy. The three main historical conclusions are: first, that growth is generally restrained by "circumstances that inhibit innovation" rather than by some absolute limit to the growth rate; second, that W W Rostow's characterization of nineteenth-century growth as a series of take-offs is incorrect, and rather that after 1820 countries grew more or less simultaneously; and third, as a methodological point, macroeconomic measures of performance are more useful than partial measures such as movement within one sector or another of the economy.

Of current relevance, two crucial points emerge. First, there is a distinction, and interrelationship, between leader and follower countries. The growth of the followers is closely dependent on the leaders. We are, however, perhaps moving towards "collective leadership", this, Maddison conjectures, may accelerate technical progress. Second, the conflicts between social groups and between policy objectives can be very important.

It is, that second point, apparently obvious, that links this book with Olson's. Olson analyses, these con-

ditions, with a framework derived from his *Logic of Collective Action* of 1965, and considers how they affect the economic fate of nations. He argues (normalizing work carried out in this country by Peter Bauer) that the behaviour of firms and individuals leads to the emergence of collusive groups; and lobbying organizations which make economies less efficient, and more sluggish in the face of outside pressures for change. This slows economic expansion, and eventually leads to absolute, as well as relative, impoverishment of these societies, as increasing attention is directed to protecting shares in national income at the expense of actually producing that income.

The book thus extends the domain of economics into areas somewhat outside its usual coverage, touching as it does on matters such as the Indian Caste system and its interaction with economic development, and the implications for growth of the remarkably, indeed extraordinarily, unequal distribution of income in LDCs.

This is an important and fascinating book, clearly written and accessible to the layman. In combination with Maddison, it yields much insight into the performance and prospects of the economies of the West.

Geoffrey Wood lectures at the City University's Centre for Banking and International Finance.

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EXTRA

Down to business

Howard Sergeant on management texts

Anyone who has made a careful study of the textbooks on management, organization and business published during the last 15 years or so can be excused for being a little cynical about the titles and descriptive terms publishers adopt in order to impress students and potential readers. Precisely what significance can such phrases as "new" or "fresh approach", "meets the needs of our changing age", "modern concepts", "up-to-date ideas and practices", "challenging traditional ideas", and "coping with tomorrow's world", have in textbooks which simply re-regulate the same old information and details that have appeared in countless books, and all that can be regarded as new or different is a change in the layout or order of presentation, an improvement in typography, or a renewed emphasis upon some isolated aspect of the subject?

Take, for instance, the latest highly-publicized information that Sir Keith Joseph, Education Secretary, has approved a new scheme for establishing a national training centre to assist headmasters in becoming more efficient managers of their schools and improving the standards of their teaching staffs. Sir Keith is reported as saying: "The standards of our schools, academic, moral and cultural, are set by the heads and the senior staff within them. It is essential that they should be fully equipped for the difficult tasks that face them, including those tasks created by falling rolls". Apparently the scheme, in which seven educational institutions have been invited to cooperate, will cost £6,500,000 over a period of three years for

courses which will "give heads and other teachers with management responsibilities the opportunity to learn new skills and to share their knowledge and experience".

It sounds almost revolutionary; but is it really something new? The fact is that courses in management education for heads and deputy heads were established at Brooklands School of Management at Weybridge as early as 1973, and these were not merely one-off courses for the people concerned, but involved the setting-up of support groups to maintain continuity, assist development, and deal with problems as they arose. So successful were these courses that in April 1974 Brooklands School of Management was given official recognition by the County Authorities as the Surrey Management Development Centre providing a comprehensive service for the use of schools and the inspectorate. At the time the County Education Officer observed: "The establishment of a service of this nature would be entirely new to the County and perhaps to the country as a whole".

Needless to say, a few years later the service had to be terminated as a result of the economic situation; and this again is typical of the attitudes in both education and industry - the first things to be cut in periods of trade depression are management education and development, just when they are most needed.

Similarly, many authors of management textbooks seem to think that they are being daringly modern in stressing the social responsibilities of business and industrial organizations; but there is little new in such

opinions. The whole area was thoroughly investigated and discussed in *Industry and Values*, edited by Michael Ivens, and published in 1970. It must be pretty obvious by this time that the main task of management has always been that of ensuring survival of the organization, and to do that it is necessary to achieve an appropriate balance between profit-making objectives and the interests of employees, suppliers, customers, and the various communities in which the organization seeks to operate.

Management: Theory and Principles by Tony Proctor (Macdonald and Evans £4.95) is a case in point. The publishers' blurb proudly announces that this handbook aims to introduce students to the idea of management as a multi-disciplinary subject, a combination of a number of different approaches. One is tempted to remark that there is hardly a textbook available today in which management is presented as anything else. It attempts to outline, with in-depth illustration where appropriate, the modern conception of management, how it has evolved to this point, and how it may develop in the future. We are informed. Well, Mr Proctor certainly starts at the beginning with his "Historical Perspective" in chapter one, with primitive man the hunter, the Egyptians and Sumerians, the Greeks and Romans, through the Industrial Revolution, and the era of mass production and marketing, to the post-industrial era, looking at all the early management theories on the way. "The subject of management today is a jungle of ideas, theories and philosophies," states Mr Proctor, "through which the student must find his or her way", and, as if to demonstrate this, he provides in chapter two, thumb-nail sketches of over 20 theorists from Henri Fayol (the Classical School) through to Ivor Ansoff (Strategic Management).

More modest in its claims, E.C. Macmillan's *Basic Management* (£8.95 and £2.95) will be useful for those in junior management and for students preparing for BEC, TEC, and professional examinations. In another well-presented and ordered text, Mr Eyre attempts, not too successfully, to distinguish between the terms "management" and "administration". He, too, pays attention to social responsibility - "the naked pursuit of profit had become socially unacceptable in most quarters and the effect of business activity on the community at large, on the environment, on worker relations and on consumers, has become of current concern socially, environmentally and politically."

Because of these factors management has a duty, willingly accepted or not, to include in its philosophy many considerations other than the financial and this is... reflected in its objectives and policies. While dealing with most aspects of the subject in a thorough manner, Mr Eyre has sections on the Behavioural Science view of objectives, work participation, matrix organizations, financial ratios and data processing, making his text well worth recommending.

In *Administration in Business* (Macdonald and Evans £4.75) Josephine Shaw adopts the narrower activity of regulating day-to-day operations rather than decision-making and setting objectives. "The receiving, processing, transmitting, storing and retrieving information," she regards information as the cornerstone and uses Kipling's verse as her guide:

"I kept six honest serving men
They taught me all I know,
Their names are what and why
And when and how and who."

This book satisfies the requirements of BEC and the needs of other students concerned with the management, structure and functioning of organizations.

Also intended for BEC students is *Administration in Business* (Macdonald and Evans £4.75) course and Computer Studies mod-

ules. "Information in Organizations" (Business Administration A Unit for the Computer Age by J. Carter (Clarendon £2.95) rates upon this as defining "administration" as the total of office activities and procedures which enable management to operate.



Computer rooms have to be kept very clean. A Cleaner World (University Press £2.95, Dinosaur 85p) would introduce the younger to the various people and machines involved in the cleaning industry.

control the physical resources of business. This text really does its title and is very different from most other books on the subject. Mr Carter almost frightens death by insisting that the business environment - 80 per cent of our jobs will be

Cont. Col 1

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Almost all economics degrees now require some mathematical sophistication, and for advanced study quantitative facility is essential. This introductory text provides a one-term course to mathematics for students who probably gave up the subject after O level, and it may serve as a bridge to the more advanced texts now used in many degree courses.

The book begins by revisiting fundamental topics: graphs, linear and quadratic equations, simultaneous equations and special functions. The remainder is devoted to calculus. In addition to mathematics, there are sections on economic applications which illustrate the importance of the technique explained to the subject. For example, the chapter on functions is related to demand and supply functions, cost, revenue and profit functions. Pearson adopts the "set" approach, although covering the same material as in more traditional texts.

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Look right

David Whitehead on an analysis of Britain's economy

Break the Deadlock by R Maycock. Heligam £9.95.

The subtitle of this book, "A proposal for solving Britain's economic problem and criticism of socialist and Marxist theories" speaks a uncausal explanation of the UK's economic malaise. This prediction is confirmed by chapter three, in which the author states his belief that progressive taxation should be abolished.



He regards this as a form of government interference (presumably more interfering than direct taxation per se) that is highly damaging. Tax progression interferes with the arrangement of rewards which call forth the right amount of effort and direct it to produce the things consumers want; it thereby adversely affects the entire range of business endeavour.

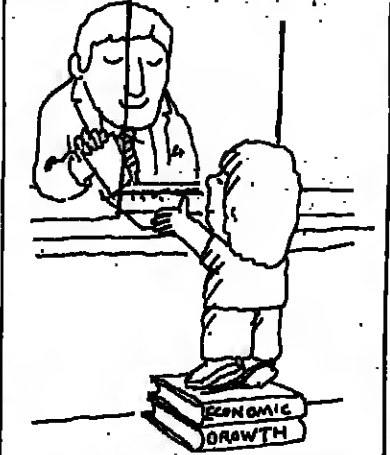
Unfortunately Maycock completely ignores the empirical literature on the disincentive effects of high marginal tax rates, which is generally inconclusive. A higher marginal rate may encourage greater effort, in order to restore disposable income, or may result in a decision to opt for more leisure, as that alternative becomes less expensive. In terms of post-tax income sacrificed, nowhere is the basic issue discussed by the writer.

He regards the UK system as "steeply progressive", while making no comparison with other industrial countries. Nor does he distinguish between the progressiveness of direct taxation and that of the system as a whole.

As most other taxes are either regressive or proportional, the tax system as a whole is only mildly progressive for the vast majority of the population.

Despite his vagueness on the precise effects of tax progression, the author argues that they are responsible for at least a point on the so-called economic growth (whatever that means), which "if achieved would have allowed Britain to prosper". The basic macroeconomic analysis is suspect, for example when Maycock contends that "confiscatory taxation against the wishes of those affected will restrict growth, and all the benefits flowing therefrom, through exerting pressure on the propensity to invest". Yet most private fixed capital formation derives from profits ploughed back, and in any case, if the government's income derived from taxation on the whole finds its way back to the private sector of society, their higher marginal propensity to consume should stimulate the demand for investment goods.

Apart from the author's "modest proposal", most of the book is devoted to a critique of Marx, which, while consonant with the value position adopted elsewhere, has little logical connexion with his main thesis. Predictably, nationalized industries should operate on commercial principles, and discrepancies between private and social costs and benefits are not even mentioned. Too technical for the layman, and insufficiently rigorous for the economist, this text falls rather resoundingly between two stools.



David Whitehead lectures at the Institute of Education, London University.

EXTRA

Social Restraint

The only acceptable alternative was late marriage and self-restraint.



Economics for Beginners (Writers and Readers, £6.95 and £2.50) is Bernard Canavan's attempt to explain clearly and humorously the theories of seven major economists. Malthusian ideas about positive checks on population are explained, as in this example, with directness. Adam Smith, Ricardo, J S Mill, Marx, Alfred Marshall and Keynes are also investigated.

continued from previous page

changed; routine tasks which have taken most of our time in the past will disappear; and office-workers of the future will spend their time on decision-making, asking for information from databases and acting upon that information. We are, he maintains, on the verge of a technological revolution which will affect us all, and to emphasize his point he supplies a chart comparing "The First Revolution" (ie Stone Age Revolution, based on flint chips) with "The Last Revolution" (based on silicon chips). It is to be hoped that, in regard to Micro-Electronic Revolution be meant "latest" rather than "last" and was not in fact threatening us with total extinction as a result of his enormous power in irresponsible hands. This is a first-class volume, opening up some of the possibilities of the future and examining the equipment and technology appropriate to the needs. The introductory shock tactics may well help students to concentrate!

Management Information Systems and Data Processing, by Trevor Bentley (Holt, Rinehart and Winston) is designed for students preparing for ICMA and IMA professional examinations. It covers systems

theory, systems design, computer hardware and software, and systems evaluation and audit, in an interesting way, and is notable for the illustrations and case-studies.

As its title implies, People and Work Organizations by J G Capey and N R Carr (Holt, Rinehart & Winston) places the emphasis upon the behaviour of people working within the organizations; and its special focus is the core study of BEC courses. It is concerned primarily with individual goals and organizational goals and the need to reconcile the two if a business is to be successful. Management theory and practice are covered in detail in a language remarkably free from the usual jargon.

Women in Industry, edited by Alan Jamieson (Hobson Press £8.65 and £3.50) is a collection of case histories of women working in industry. The hope is expressed that it will stimulate more women to seek careers in industry, but it is noticeable that very few of the contributors have reached management level.

Messrs Kenneth Pratt and Stephen Bennett are examiners, so that their book How to Pass Exams in Personnel Management (Casell £3.95) ought to be of assistance to

students of that subject. There are sample questions with answers, key points, and general comments. Curiously enough, though the prospective examinee is told to allow time for thinking, he is not advised how to organize the time factors as a whole in the examination.

Business organizations are affected by a whole range of legal regulations and requirements. The law texts can therefore be divided into those which concentrate upon Company Law and those which attempt to deal with the wider implications. Limited Liability and the Corporation by Tony Ormrod (Croom Helm £12.95) falls into the first category and is admirably supplemented by Case Studies in Company Law edited by M C Oliver (Macdonald & Evans £4.95). The Legal Environment of the Business World by R B Buchanan (Stanley Thomas £3.75), Business Law by A Cole (Casell £5.95) and Practical Business Law by Terry Price (Pan Breakthrough Books £2.50) all cover much the same ground, if starting from different vantage points.

Howard Sergeant is a free-lance writer, previously head of the Brooklands School of Management at Weybridge.

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Management: A Fresh Approach by Roger Oldcorn (Pan Breakthrough Books £2.95) is intended for both students and practitioners who have had no formal management training. The aim is to help along the process of improving the quality of management by introducing the reader to those aspects which have come to be regarded as good ideas or good practical advice. It is a well-organized text, starting with what a manager is and what his duties are, with useful references to Rayol, Mintzberg, Taylor and Rose.

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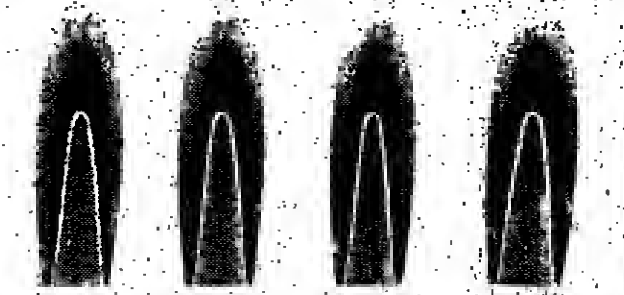
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principle, Leake selects an article about whooping cough vaccination, and for scarcity, he uses cuttings about the sheikh who bought English bricks to build his new house in Jeddah, and about the dearth of natural bath sponges. On market demand, he uses a newspaper article with the headline "Caviar sells well at £150 a pound". By combining rigorous economic analysis with amusing examples, Leake has produced a potentially very popular adjunct to normal course textbooks. The casebooks are also well designed and cheap. Three more, on Consumption and Production, International Economics, and Government and Markets, are to follow shortly.

David Whitehead

Firm views

Entrepreneurship and the New Firm. By D J Storey. Croom Helm £13.95.

Much is expected of the small firm sector today. New employment, wealth generation and technological initiatives are regarded as likely to flow from the encouragement of new firms. But only a decade ago the small firm was a symbol of inefficient management, technological backwardness and general decline.

In this theoretical and empirical examination of the role of new and small firms, Storey reviews the available statistics on the importance of such firms in several countries, and critically analyses the role they are thought to play in an industrialized economy. He judges that small firms' contribution to employment and wealth creation has been overestimated. Moreover, current policies to assist small firms are essentially long-term and will have least effect in depressed areas. The author concludes that while small businesses make a welcome contribution to diversifying the economy, they cannot be expected to



regenerate a declining industrial sector.

This research report contains some quite technical economics, and would prove indigestible to the general reader. Nevertheless, the wealth of statistical data presented makes it a suitable purchase for the library.

D W

Side dish

The Economic Structure. By Cedric Sandford. Longman £2.95.

This elementary introduction forms part of the Social Structure of Modern Britain series which analyses basic demographic, ideological and structural features of British society. It is aimed at the tertiary sector, and will find a market among students of social science not specializing in economics.

The first four chapters consider the nature of economics, the national output, and how economic decisions are made in capitalist and centrally planned economies. The remaining 30 pages briefly review the UK economy and the role of government policy.

As is to be expected from a fiscal expert, Professor Sandford's pronouncements on tax reform are authoritative. For the rest, he judiciously blends theory and practice, and renders them down to an appetizing hors d'oeuvre.

D W

After the gold rush

Richard Rathbone on South African social and economic history

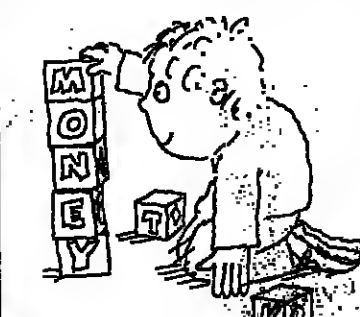
Studies in the Social and Economic History of the Witwatersrand, 1886-1914: Volume I New Babylon. Volume II New Nineveh. By Charles van Onselen. Longman £4.95 per volume.

When the new wave of social historians emerged and decided that they should indeed write history "from the bottom up" they unearthed the hidden voice of ordinary people and used it to great effect. Those who aspired to follow their example in African history immediately encountered the fundamental problem of writing social history in a pre-literate society. Oral testimony had a

ordinary people of all sorts and conditions within all the implicit social upheaval. Van Onselen seeks, and seeks very successfully, to provide us with what he calls "an analytical informed chronicle of the vibrant and intensely human struggle of people seeking to find a place of dignity and security within a capitalist world that encroached on them all too quickly".

As he is himself at pains to point out, the series of essays do not provide a total picture of that human struggle. The focus of these books is inevitably selective; he looks at alcohol and social control, prostitution, black organized crime, Afrikaner proletarianization, the social organization of two elements of service industry, transport and landholding and domestic service and consequently there is much that is omitted. But it is largely through the loving detail and compassionate feeling that emerges from every page that we are alerted to the omissions for it is van Onselen who persistently reminds us of the fullness of the lives of his actors and the enormous complexity of the world they inhabited.

These two volumes cannot be commended too highly. They are of the one hand remarkably professional; the footnotes are adequate testimony to the labour of an historian for whom "total history" means total commitment to chiselling every bit of information whether oral or written and there are no discounts short cuts in this pursuit. On the other hand they share with the best of the new social history an intense humanity that invokes Dickens, George Eliot and Zola. While the



limited time depth and the observations of the stranger be he traveller or colonial official were clouded by their very outsider quality. Consequently there is an undeniable two-dimensionality in the historical treatment of Africa's "menu people". Charles van Onselen's two volume collection of essays on the social history of Johannesburg marks a remarkable departure from this flatness. They contain work of extraordinary insight and sensitivity which adds up to a finely textured picture of the impact of the development of a gold-rush city on its growing population. The intellectual debts of van Onselen are stated with open candour. The brief introduction acknowledges the influence of Eugene Genovese, Herb Gutman, Eric Hobsbawm, George Rude, Gareth Stedman Jones and Edward Thompson; this invocation of the household gods leads into over 400 pages of such intense richness that future scholars in this tradition will be forced to include van Onselen's name in the pantheon.

Van Onselen's story centres around the rapid transformation of Johannesburg in the wake of the development of the gold mining industry. A tiny town of 3,000 diggers in 1886 became a teeming urban sprawl containing over 100,000 people drawn from every continent within two years. The essential political and economic frame in which these dramatic changes occurred are not the author's concern for there is a copious literature on it. The wider context of Africa's only industrial revolution has to some extent masked an understanding of the experience of



studies concern the social effects of an exotic outcrop of the industrial revolution: their relevance is far from exotic. Students of the Rhodes or Tyneside will be as rewarded as those of African history by these pioneering studies which without doubt will become classics of social history.

Richard Rathbone is lecturer in contemporary history at the School of Oriental and African Studies, University of London.



Fourteenth century iron workers appear in the historical introduction to Modern Industry, by C A R Hills, one of Batesford's Today's World series (£5.95). Information about the structure of industry, in Britain and abroad is presented in manageable chunks, illustrated in black and white.

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Partnerships

Properties for Sale and Wanted

Typing and Duplicating

Nursery Education

Other Appointments

BARNET

LONDON BOROUGH OF BARNET
Nursery Education
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Barnet, by 4 February 1983. (04443) 100028

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
NORTH TYNESIDE JUNIOR SCHOOL
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, North Tyneside, by 4 February 1983. (04443) 100028

EALING

LONDON BOROUGH OF EALING
Nursery Education
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Ealing, by 4 February 1983. (04443) 100028

LONDON

INNER LONDON BOROUGH OF EALING
Nursery Education
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Ealing, by 4 February 1983. (04443) 100028

WOODLANDS PARK NURSERY CENTRE

DEPUTY HEAD (Education)
Burnham Group 4 equivalent
Applications are invited from suitably experienced teachers for this post which becomes vacant in April. Woodlands Park Nursery Centre is a joint venture employing both teachers and nursery nurses and administered by the Education and Social Services Department. London Allowance (£234) payable. Removal expenses - 100% allowed in approved cases. Further details and application forms (SAE) may be obtained from the Chief Education Officer, Education Office, 45-47 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 4th February 1983.

Haringey

Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

EALING

LONDON BOROUGH OF EALING
Nursery Education
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Ealing, by 4 February 1983. (04443) 100028

NORTH YORKSHIRE

COUNTY COUNCIL
NORTH YORKSHIRE JUNIOR SCHOOL
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, North Yorkshire, by 4 February 1983. (04443) 100028

STAFFORDSHIRE

COUNTY COUNCIL
STAFFORDSHIRE JUNIOR SCHOOL
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Staffordshire, by 4 February 1983. (04443) 100028

BRENT

LONDON BOROUGH OF BRENT
Nursery Education
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Brent, by 4 February 1983. (04443) 100028

BUCKINGHAMSHIRE

COUNTY COUNCIL
BUCKINGHAMSHIRE JUNIOR SCHOOL
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Buckinghamshire, by 4 February 1983. (04443) 100028

WILTSHIRE

COUNTY COUNCIL
WILTSHIRE JUNIOR SCHOOL
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Wiltshire, by 4 February 1983. (04443) 100028

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COUNTY COUNCIL
WILTSHIRE JUNIOR SCHOOL
Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Wiltshire, by 4 February 1983. (04443) 100028

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Headship
Required for April 1983. An experienced Nursery Teacher with a minimum of 5 years' experience. Salary Scale 1 plus £234 London Allowance. Applications forms (SAE) to be sent to the Head of the Nursery School, Wiltshire, by 4 February 1983. (04443) 100028

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WILTSHIRE

SECONDARY ENGLISH

continued

HUMBERSIDE

EDUCATION COMMITTEE

SCUNTHORPE DIVISION

COMPTON DIVISION

Head Teacher: C. Buck

No. on Roll 1050

Temporary Scale 1

Teacher of English and

German at the school for

two years. The school has

both Departments are well

equipped. C.B.E. work is

available. Applications from

part-time teachers wel-

comed.

Application forms

available from the Head

Teacher at the school or

from the Education Com-

mittee, 100, High Street,

Scunthorpe, N. Yorks.

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KINGSTON UPON

THAMES

ROYAL BOROUGH OF

KINGSTON UPON THAMES

Head Teacher: C. Buck

No. on Roll 1050

Temporary Scale 1

Teacher of English and

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WALTHAM FOREST

AN EQUAL OPPORTUNITY

EMPLOYER

FOR MARCH

1983

TEACHER: CHAPLIN HOH

No. on Roll 1050

Temporary Scale 1

Teacher of English and

German at the school for

two years. The school has

both Departments are well

equipped. C.B.E. work is

available. Applications from

part-time teachers wel-

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Application forms

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Teacher at the school or

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SECONDARY MODERN LANGUAGE
continued

HAMPSHIRE
OAK FARM SCHOOL
Basingstoke, Hampshire
Comprehensive, 11-16
N.O.R. 1983
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

OXFORDSHIRE
COUNTY COUNCIL
Wallingford School
Oxfordshire
11-16 mixed comprehensive.
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

TEACH ON EXCHANGE IN EUROPE
See overseas appointments
1600471 133522

HAMPSHIRE
COUNTY COUNCIL
Alton School
Alton, Hampshire
11-16 mixed comprehensive.
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

CAMBRIDGESHIRE
HUNTINGDON AREA
St. Peter's School
Huntingdon
Comprehensive, 14-20 on roll.
Headmaster: W. O. Thomas JP BA. (133522)

GRADUATES (Scale 11)
Apply to the Headmaster of the school to which you wish to apply. Details on application form available from the Headmaster. (133522)

BEDFORDSHIRE
ROTHAMPTON SCHOOL
Rothampton, Bedfordshire
Comprehensive, 11-16
N.O.R. 1983
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

ESSEX
THURLEIGH SCHOOL
Thurleigh, Essex
Comprehensive, 11-16
N.O.R. 1983
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

DEVON
Please see displayed advertisement on page 59. (103933) 134222

BIRMINGHAM
EDUCATION DEPARTMENT
Washwood Heath
Surrey Lane 88 8AS
1021-783 73121
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

BUCKINGHAMSHIRE
COUNTY COUNCIL
Aylesbury Grammar School
Aylesbury, Bucks
11-16 mixed comprehensive.
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

DONCASTER
HUNTERHILL SCHOOL
Doncaster
11-16 mixed comprehensive.
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

HUMBERSIDE
EDUCATION COMMITTEE
Grimsby School
Grimsby
11-16 mixed comprehensive.
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

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OXFORDSHIRE
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ROTHERHAM
METROPOLITAN COUNCIL
Comprehensive, 11-16
N.O.R. 1983
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

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Aylesbury Grammar School
Aylesbury, Bucks
11-16 mixed comprehensive.
Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

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HUNTINGDON AREA
St. Peter's School
Huntingdon
Comprehensive, 14-20 on roll.
Headmaster: W. O. Thomas JP BA. (133522)

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Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

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Required for September 1983 or April 1984. Applicants should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

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Cheshire
Application forms (and a.s.a.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with rental expenses is given in approved cases.
SCALE 2 POST
Sandbach High
Middlewich Road
Sandbach CW11 9EB
(RE-ADVERTISEMENT)
From Easter, 1983 in these Advanced Level work. An interest in electronic and the application of microcomputers would be an advantage. A Scale 2 post may be available to a suitable candidate.
Closing date 3rd February, 1983.
SCALE 1 POST
Winford
Woodford Lodge Comprehensive
Woodford Lane West
Winford
Purpose built, 11-16 Comprehensive (1900 on roll, 180 in 6th Form) opened in 1971, and enjoying excellent results in all departments.
Candidates should be aged 11-16 and have a good command of English. Details on application form available from the Headmaster. (133522)

ilean Inner London Education Authority
Secondary Vacancies
The Authority would be pleased to receive applications from suitably qualified teachers to Scale 1 posts in the following subjects:
Home Economics
Mathematics
Office Skills
Posts in the Authority's teaching service carry an Inner London Allowance of £834 p.a. in addition to the Burnham Salary.
The appropriate application form may be obtained from the Education Officer (192), Room 87, Main Building, The County Hall, London SE1 7PS. Tel: 01-633 2101/2427. Please state whether you are seeking a first teaching appointment.
ILEA is an equal opportunities employer.

Lancashire County Council
Unless otherwise stated, the following are required for 1st May, 1983. The closing date is 3rd February, 1983.
Secondary Schools
For further details from the Headteacher at the school, BAE please.
COLNE PRIMET HIGH
Dun Street, Colne
(Mixed 11-16; Comp. 915 on Roll)
SCALE 4 - HEAD OF ENGLISH/ENGLISH
RE-ADVERTISEMENT
LANCASTER OUR LADY'S RC HIGH
Morecambe Road, Lancaster
SCALE 2 - IN CHARGE OF METAL WORK IN THE CRAFT DESIGN & TECHNOLOGY DEPARTMENT
WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston
(641 on Roll)
SCALE 2 - HEAD OF COMPUTER STUDIES
LANCASTER OUR LADY'S RC HIGH
Morecambe Road, Lancaster
(1,078 on Roll; 11-18 Mixed Comp)
TWO POSTS:
1. SCALE 1 - RELIGIOUS EDUCATION, CATHOLIC TEACHERS' CERTIFICATE PREFERRED
2. SCALE 1 - PHYSICS
LEYLAND WELFIELD HIGH
Yewlands Drive, Leyland, Preston
(880 on Roll)
SCALE 1 ENGLISH
WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston
(642 on Roll)
As soon as possible
SCALE 1 - HISTORY
RE-ADVERTISEMENT
CHORLEY HOLY CROSS RC HIGH (AIDED)
Surplaw Lane, Chorley
(1,180 on Roll; 11-18 Mixed)
SCALE 1 - CRAFT, DESIGN, TECHNOLOGY, INCLUDING METALWORK
SLACKBURN PLECKGATE HIGH
Pleckgate Road, Slackburn
(1,303 on Roll; Mixed 11-18)
SCALE 1 - GERMAN
Lancashire County Council is an Equal Opportunities employer.

PHYSICAL EDUCATION/KEEP FIT TEACHERS EXTRA EARNING OPPORTUNITY
Are you fully trained and interested in working part-time for a go-ahead national company with a household name? If you have 2 FREE evenings a week and would like to earn some extra money then write before 4 February enclosing your CV to Box No. TES.004528, The Times, WC1X 8EZ.
All replies will be treated in the strictest confidence.

70

INDEPENDENT MATHS

(continued)

SOMERSET

KING'S COLLEGE

Bath

Western Division - Woodard

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Heads of Department

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BURNHAM SCHOOL

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Somerset

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE
EDUCATION DEPARTMENT
AREA EDUCATION OFFICER
REQUIRED

Salary Scale £15,249 to £16,443 per annum
(Head Group 10)

The successful applicant will be responsible for inspection, advice and curricular matters relating to schools in eastern Somerset. Substantial experience in primary and/or secondary education essential.

Application forms and further details available from the Chief Education Officer, Staffing NT, County Hall, Taunton, TA1 4DY. Stamped Addressed Envelope please.

Closing date for the receipt of completed application forms 4 February, 1983.

NORFOLK

County Senior General Adviser

(Soulbury-Burnham HT Group 10)

A Senior General Adviser is required to work as a member of a County team under the direction of the Senior Inspector. Applicants should have good qualifications and relevant experience in a senior post in schools or in the advisory service. In particular the Education Department is looking for someone to be responsible for the oversight and promotion of English throughout the County and to make a contribution to general aspects of curriculum and organisation for 14-19 year olds.

Adviser for Special Education Needs
(Soulbury-Burnham HT Group 8)

An Adviser for Special Education Needs is required to work as a member of a County team under the direction of the Senior Inspector and in close collaboration with the Schools Division and the Schools Psychological Service. Applicants should have good qualifications and relevant experience.

Application forms and further details for the above 2 posts on receipt of s.e. from County Education Officer, Room 5, County Hall, Maritime Lane, Norwich NR1 2DL to be returned by 4th February, 1983.

CAMBRIDGESHIRE

EDUCATION DEPARTMENT
Applications are invited for the following posts:

(1) ASSISTANT EDUCATION OFFICER (SCHOOLS)
Minimum £12,500 p.a.

(2) ASSISTANT EDUCATION OFFICER (FE)
Minimum £12,500 p.a.

(3) ASSISTANT EDUCATION OFFICER (NORTH AREA)
Minimum £11,000

Salaries currently under review following evaluation.

Posts 1 and 2 based in Cambridge. Post 3 initially in Peterborough.

Candidates must be graduates with relevant teaching experience; previous educational management experience an advantage.

Full details about posts and application forms from: Chief Education Officer, Shire Hall, Cambridge.

Closing date 11th February, 1983. Please state which details required.

Senior Education Inspector

- SPECIAL EDUCATION

LINCOLN

BHTG10 £15,249-£16,443

Applications are invited for the post of Senior Education Inspector for Special Education from well qualified and experienced teachers/lecturers. Experience at a senior level in the education of children with special educational needs is essential. Advisory experience would be an added advantage. The person appointed will be expected to take up his/her duties on 1 April 1983 or as soon as possible thereafter.

Application forms and further details are available from the Personnel and Management Services Officer, County Council, Lincoln (Telephone 0532 24462).

Please quote ED7001.

Closing date: 4 February, 1983.

Lincolnshire
County Council

ile Inner London Education Authority

Chief Inspector

Salary £26,307-£29,088

Inclusive of £1,284 London Weighting Allowance

This post will become vacant on 1 September 1983 with the retirement of the present holder. The Chief Inspector is responsible for defining, maintaining and promoting proper professional standards in all educational institutions maintained by the Authority, for the professional management of the Inspectorate and schools' psychological services and providing professional support to the Education Officer. The Chief Inspector leads a team of 135 Inspectors and through the Principal Educational Psychologist is responsible for the work of 84 educational psychologists. The Chief Inspector and the three Deputy Education Officers form the senior management team directly responsible to the Education Officer.

The successful applicant will have had extensive and varied teaching experience in schools and/or in further and higher education, and will have held a senior position; the successful applicant will also desirably have worked in an advisory or Inspectorial capacity preferably as a leader of a team.

Application forms and further details obtainable from the Education Officer (EO/Esle 1b) Room 368, County Hall, London SE1 7PB. Completed applications to be returned to the above office by 4 February 1983.

ILEA is an equal opportunities employer.

EDUCATION COMMITTEE

Chief Administrative Officer

£14,160-£15,423 pa Inc

The Authority is seeking to fill this senior post, which becomes vacant on 1 April 1983, from candidates with varied and substantial experience in Education Administration.

The successful candidate, who should be suitably qualified (degree, DPM, DPA or similar), will be responsible to the Director of Education for organisation and management of the Education Office and for the administrative processes throughout the Service.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER. APPLICATIONS ARE WELCOME FROM CANDIDATES REGARDLESS OF RACE, NATIONAL ORIGIN, AGE, MARITAL STATUS, SEX, SEXUAL ORIENTATION AND FROM REGISTERED DISABLED PERSONS.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex; returnable by 14 February. Telephone 01-803 0371 (24 hour Answerphone service). Reference number E71 must be quoted.

London Borough of

BRENT

Education Committee

Materials Development Officers (2 posts)

£9405-£9978 p.a. inc.

Two experienced and qualified (appropriate degree or equivalent diploma) people are required from March 1983 for a unit set up to help teachers develop curricula appropriate to the needs for multicultural society and to produce relevant material. Duties will include the formation of a production team, including a technician and two trainees; responsibility for the graphics, art and photographic work of the unit; layout and production of material and provision of in-service training for teachers in material production techniques.

Brent is an equal opportunities employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled persons.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex; returnable by 22nd February, 1983. Telephone 01-803 0371 (24 hour Answerphone service). Reference number E778 must be quoted.

London Borough of

BRENT

London Borough of Bromley
Education Department

CAREERS OFFICER

REF: E.85

Salary Grade AP4 £7,470-£8,142
(including London Weighting)

We are seeking an enthusiastic Careers Officer to cover the full range of duties as a member of one of the teams working in schools and colleges throughout the Borough. Those who have recently qualified or who are about to complete a course of training are also invited to apply.

The Careers Service will be closing three area offices early in the New Year and will centralise its operations in refurbished premises in the middle of Bromley. A major review of the management structure has taken place. The application of computers to facilitate the matching process into work and into YTS will be an important feature of the new structure. A comprehensive information resource for public use is also in the process of development. Would you like to join us?

Application forms from Assistant Chief Executive (Personnel), Civic Centre, Bromley, Tel: 01-484 3883 Ext. 3318.

Closing date: 4th February, 1983.

London Borough of
Bromley

Education

Assistant Education Officer

(Further Education)

Applications are invited from suitably qualified and experienced candidates for the above post in the Education Department. Applicants should be graduates with teaching experience. Preference will be given to candidates with administrative experience in a Local Authority Education Department. Duties will include considerable work in developing the Authority's response to the Youth Training Scheme from September 1983. This post qualifies for Essential User Car Allowance and the Authority also operates a Car Loan Scheme. Approved removal expenses paid. Previous applicants need not re-apply.

Salary P02 (a) £11,858 - £13,118 points 43-46, with the possibility of extension to point 48, currently £13,740 p.a.

Application forms obtainable from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford, Telephone: 63222, Ext. 353.

Closing date 31st January, 1983.

Applications from suitably qualified and/or experienced disabled persons will also be considered.

Bedfordshire
COUNTY COUNCIL

General Adviser for Tertiary (16+) Education

Salary Burnham Headteacher Group 8 £13,842-£15,018 inclusive of London Weighting

This is a new and important post; you will have a major role in promoting curriculum development across the 16+ stage, including the Youth Training Scheme, and in developing links with the Careers Service, the Youth and Community Service and external agencies.

You should be well qualified, have substantial experience in further education and be able to offer specialist expertise within a major curriculum area such as Business Studies, Science or Technology. An essential User Car Allowance will be payable.

Application forms and further details from the Assistant Controller of Education Services (Admin), P.O. Box 22, Education Department, Civic Centre, Harrow, Middx. HA1 2UW. Tel: 01-863 6611; Ext. 23078 quoting reference 4811. Closing date: 4th February, 1983.

Harrow Education

THE TIMES EDUCATIONAL SUPPLEMENT 21.1.83

ADMINISTRATION LEA
continued

BUCKINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

CAREERS INFORMATION

OFFICER

Salary Scale A01 (£8,658 -

£11,858)

Applications are invited for

the post of Assistant

Director of Education (Further

Education). Applicants

must be graduates with

teaching experience and

experience in Education De-

partment.

Salary Scale: £11,858 -

£13,118. Range 3 (CI

to specific responsibilities

Adult Education, Adult

Education, Youth and

Community Service. The

Assistant Director will be

expected to make a wide

contribution as a member of

the senior management

team. Further details and

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of Education, Town Hall and

Civic Centre, Sunderland and

by post to: The Director

of Education, Sunderland and

by post to: The Director

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SUNDERLAND

EDUCATION DEPARTMENT

ASSISTANT DIRECTOR OF

FURTHER EDUCATION

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Salary Scale: £11,858 -

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For application forms and details, contact the Recruitment Officer, London Education Office, 79-81 Uxbridge Road, W1P 2PA. Applications returned by 4 February. Successful candidates will be reconsidered for the following year.

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